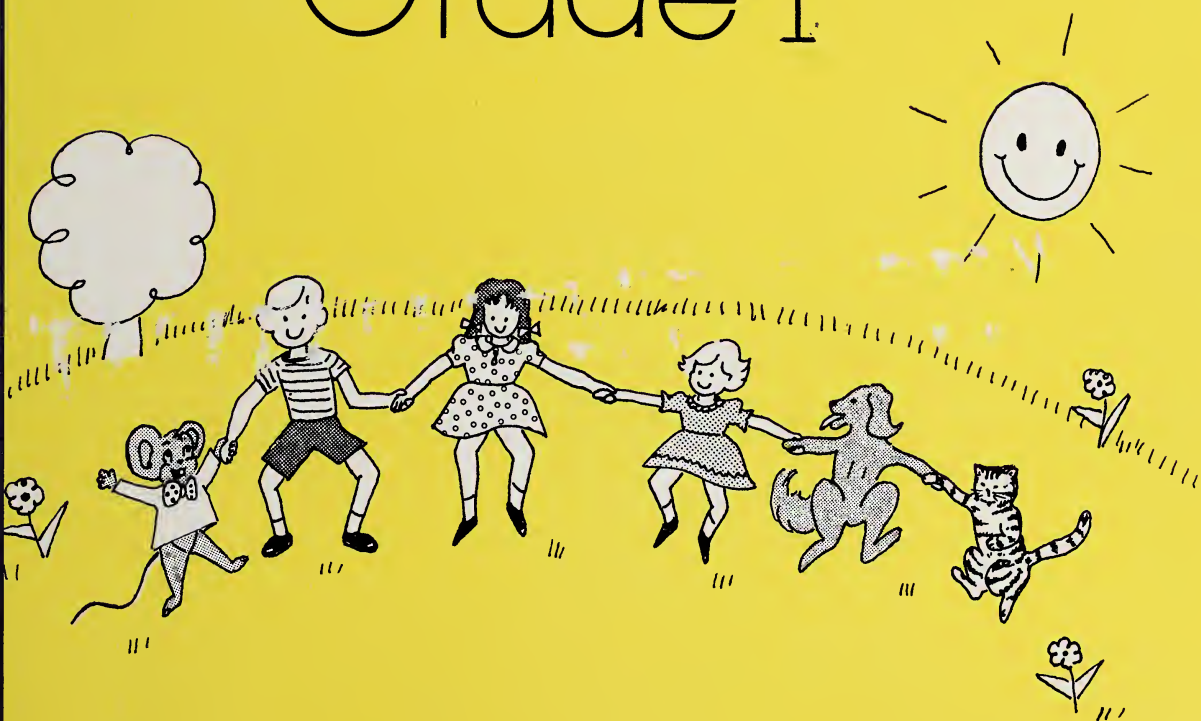


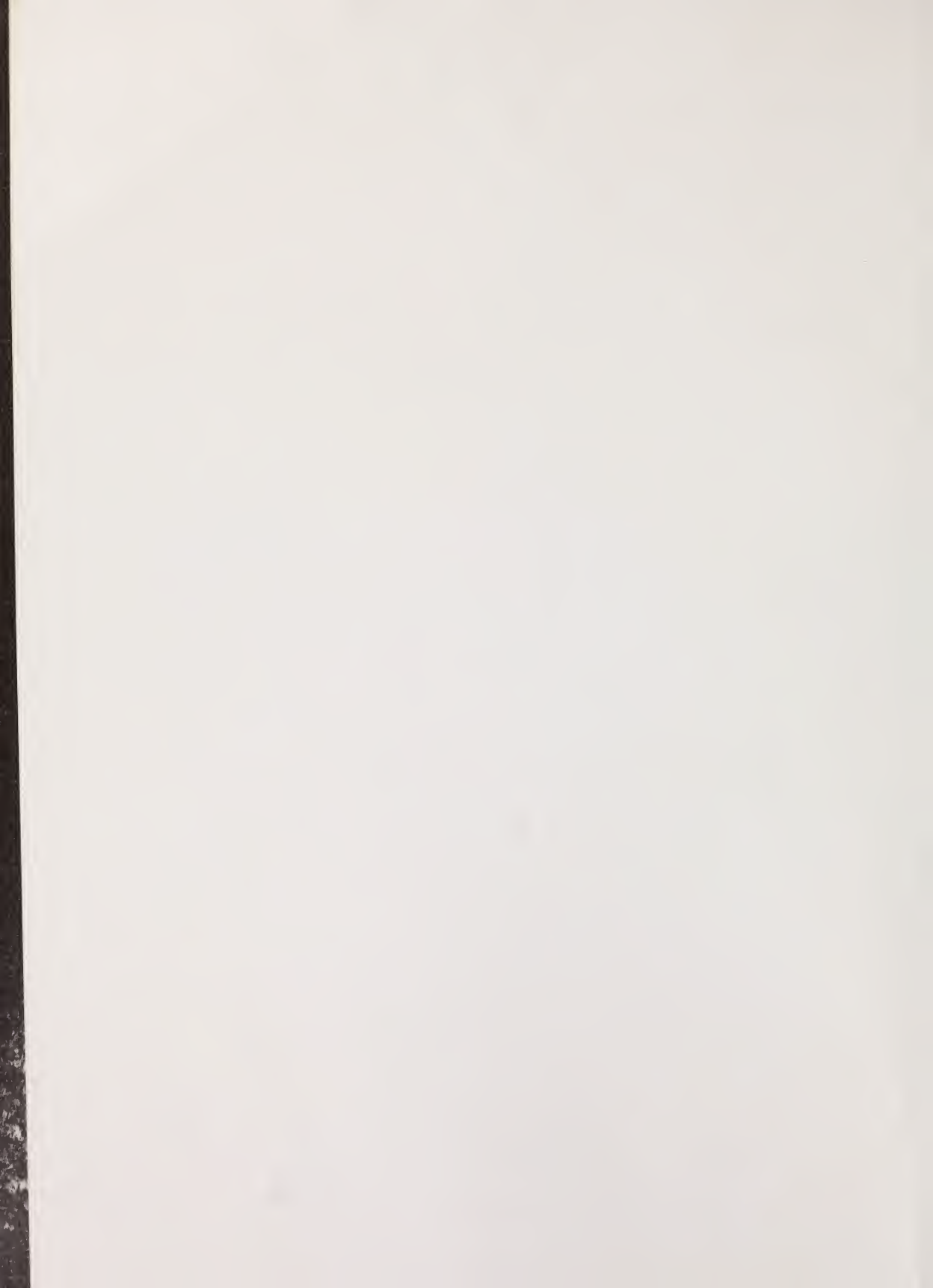


Language Arts

Grade 1



ALBERTA DISTANCE LEARNING CENTRE
ALBERTA EDUCATION
BARRHEAD, ALBERTA



Language Arts 1

Unit 2

LESSONS 12-22



Language Arts 1
Student Module
Unit 2
Lessons 12-22
Alberta Distance Learning Centre
ISBN No. 0-7741-0841-X

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**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every** lesson submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.


Check carefully to ensure that the **subject name**, **module number** and **lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled off** waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR A.D.L.C. USE ONLY	
Date Lesson Submitted	(If label is missing or incorrect)	Assigned Teacher:	
	File Number	Lesson Grading:	
Time Spent on Lesson	Lesson Number	Additional Grading E/R/P Code:	
		Mark:	
		Graded by:	
		Assignment Code:	
		Date Lesson Received:	
		Lesson Recorded:	

<p>Student's Questions and Comments</p>	<p align="center"> LESSON  MODULE FILE NUMBER COURSE NAME LESSON NUMBER Name Address </p> <p><small>Please verify that information above is for correct course and lesson</small></p>
---	---

<p>Teacher's Comments</p> <p align="right">_____ Correspondence Teacher</p>

St. Serv. 14-91

Student name and Address

When revised labels are received, place the **correct** new labels on your Lesson Record Forms.

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.



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LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: Fun with Buttons and Lucky, pages 2 - 9

Introduction



Today you have a new story book to read. Let's look at the cover. Who is the little girl? Who are her friends?

Can you read the name of your book? It is Come Along With Me. Let's look inside the cover at the picture of Janet and John. What do you see in the sky? Yes, it's a rainbow. Aren't the colors pretty? Sometimes you'll see rainbows after there has been a rainfall. Next time it rains, look at the sky. Maybe you'll see a rainbow!

Now turn to the next page. This is the Table of Contents. The Table of Contents tells you the names of the stories in the book. It also gives you the page numbers where you will find these stories.

Our first group of stories is called In and Out. What do you think they might be about?

Can you read the name of the first story? It's under In and Out. That's right, the story is called Fun with Buttons and Lucky. Tell what page it is on. (page 2)

Turn to the next page. What do you see here? What time of the year is it? How do you know? Why are some trees bare and others are not?

If the child does not know, briefly tell him how some trees lose their leaves in winter, while others do not.

New Words

Make word cards for: are, want, they, it, this, will, too, fun, do, he.

Read these words.

run to me

Now read these words.

fun do he

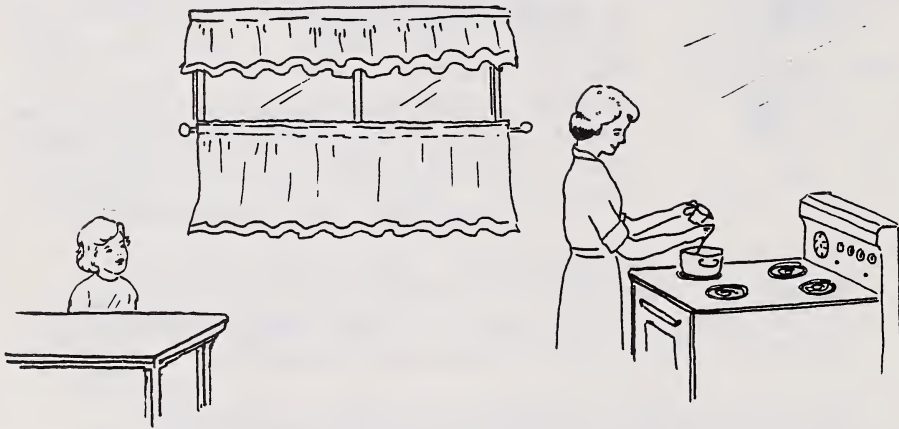
Read these sentences.

What can we do?

Is he here?

We will have fun.

Read the story below.



"Janet and John are away.

They have Lucky and Buttons.

Where can I go, Mother?

What can I do?" said Anne.

"I want to play with Lucky and Buttons."

"You can play with the



You can have fun with the little



Run and get the



, Anne."

Guided Reading

Page 2

Read the name of the story aloud.
Read the page to yourself to find out what John wants.
Who is he calling? What does he want to do?

Page 3

Read the first two lines to yourself.
Did Janet hear John?
Read the rest of the page to yourself.
What does John want to do?
Who did he want Janet to bring with her?

Page 4

Look at the picture.
What do you notice about Janet's and Anne's clothes?
What do you think Janet is saying to Anne?
Read the first four lines to yourself and see what she is saying. What does John want Anne to do?
Read the next three lines to yourself.
What does Anne want to do?
Read the last part of the page to yourself and see what Janet tells Anne.

Page 5

Do you know what John wants to do?
Read the first three lines to yourself to find out if Janet knows what John wants to do.
Read aloud the sentence that tells you she doesn't know.
Read the rest of the page to yourself. Do you know what kind of game John will play with Lucky and Buttons?
Can you guess?

Tomorrow we will check to see if your guess is correct.

Rereading

Have the child choose which character he would like to be. Let him read that part while you read the other characters' parts. Watch for the way the child reads questions.

Reading Exercise

Read each sentence below. Draw a circle around the word Yes, if the sentence tells about the story you just read. Draw a circle around the word No, if the sentence does not tell about the story.

Yes No

- | | | |
|--|-----|----|
| 1. John wants Janet to come
and play. | Yes | No |
| 2. Anne can come and play. | Yes | No |
| 3. Mother wants to play. | Yes | No |
| 4. Buttons can play with
Lucky. | Yes | No |
| 5. Lucky can jump. | Yes | No |
| 6. John wants to jump. | Yes | No |

Choose the word which completes each sentence.
Print the word on the line.

- | | |
|---|--------------|
| 1. Can you play ball with one
_____? | sand
hand |
| 2. Mother _____ with
Anne. | hat
sat |

3. I play in the sand at the _____ . sake
lake
4. Janet likes to _____ jump
in the snow. lump
5. Is the fish on the _____ ? look
hook
6. Did you _____ in the ride
house? hide

SEND FOR CORRECTION

Word Skills

Have the child read the following groups of sentences.

The ball is red. The boat is big.
The balls are red. The boats are big.
They are red. They are big.

Underline the word is each time you can find it.

Underline the word are each time you find it.

Read each sentence that has is in it. You are talking about one ball and one boat. When you talk about one thing you use is.

Read each sentence that has are in it. You are talking about more than one ball and more than one boat. When you are talking about more than one you use are.

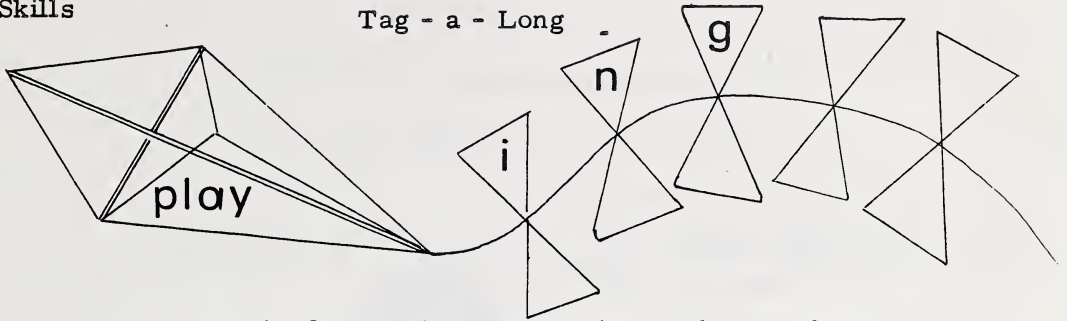
Print the correct word on the lines below.

is are

1. Father _____ fishing.
2. The boats _____ red.
3. They _____ big boats.
4. The tree _____ green.
5. We _____ in the tree house.
6. John _____ a boy.
7. Janet _____ home.
8. Mother and Father _____ home.

Word Skills

Tag - a - Long



Sometimes the letters ing get together and tag-a-long.
What do they tag-a-long to? Words, of course!

Below are some words you know. Under each word ing has decided to tag-a-long. Read the words. Draw a line under each tag-a-long ing.

look	help	jump	play
looking	helping	jumping	playing

wash	find	see	go
washing	finding	seeing	going

snow
snowing

Choose the word under each sentence that finishes it.
Circle the correct word.

1. John is _____ for Buttons.

look looking

2. Anne can _____ in the house.

play playing

3. Can you _____ Lucky?
find finding

4. Father is _____ fishing.
go going

5. Can you see Mother _____ Lucky?
wash washing

6. I like to play in the _____.
snow snowing

SEND FOR CORRECTION

Phonics

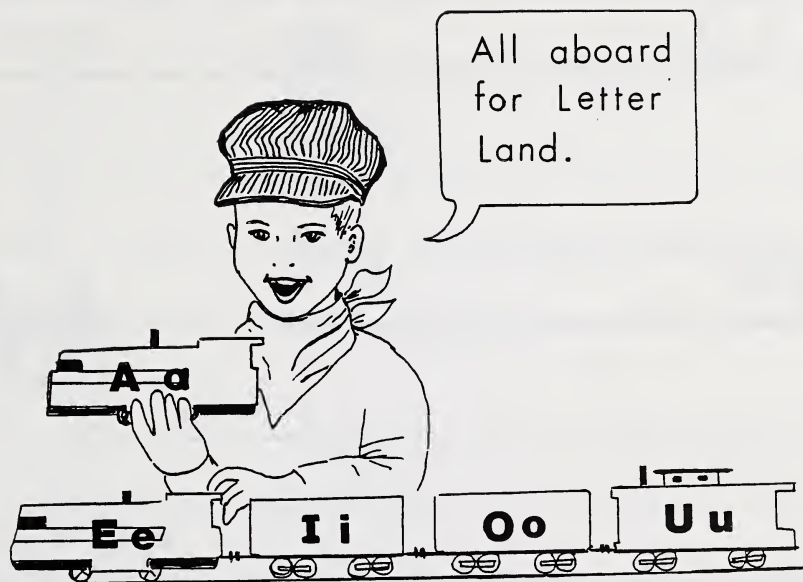
Say these words after me. Listen carefully for the parts that sound alike.

yard yarn yo-yo yellow yes you

Let's say them once more. Can you tell me how they are the same? That's right! They begin with the same sound. Do you know what letter makes that sound? If you do, good for you!

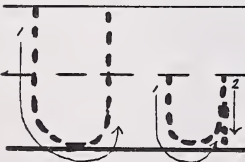
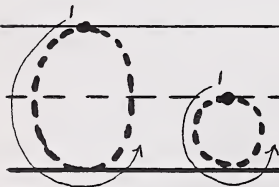
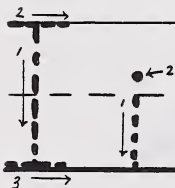
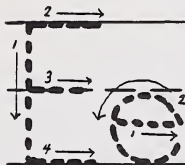
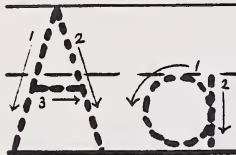
Have the child underline the y in each of the words above. Have him then use each word in a sentence.

PRINTING



Tom is engineer on Train 5, the Letter Land Express. What do you think the Letter Land Express carries in its cars? Why, letters of course! Letter people, letter food, letter clothes – anything to do with letters! Today, Tom's train has a special cargo. It's printing letters! The train is carrying box cars of letters for boys and girls to use when they print. Let's see what letters are written on the box cars and engines. Name the letters. (A, E, I, O, U) Tom wants to see how well you can make the letters. I told him you were pretty good! Show him by doing a row of each letter. Your teacher wants to see it too.

Trace over these. Finish each row.



LANGUAGE

Today you will have fun putting words together to make new words. Look at the pictures in each row. Name each picture. Put the two words together to make one word. Tell me the word.



cow

+



boy

→ cowboy



dog

+



house

→ doghouse



doll

+



house

→ dollhouse

The words you made are cowboy, doghouse, and dollhouse. Two words have joined together to make one word.

Look at the new words again.

Read the new words.

Now read each of the words below.

Join them together and read the new word.

snow + ball = snowball

tree + house = treehouse

some + thing = something

pan + cake = pancake

in + to = into

Here are some words that are lonely! They want to be joined to some other words to make new words. Let's see if you can join them to make new words so that each one will have a friend. The first one is done for you.

snow	cake
in	out
pan	ball
with	thing
tree	to
some	house

Now turn this page upside down to see if you made the right friend for each word.

snowball, into, pancake, without,
treehouse, something

SECOND DAY

READING

Story: Fun with Buttons and Lucky, pages 6 - 9

Introduction

Do you have a pet? If you do, what do you and your pet do to have fun? If you don't have a pet, what kind would you like to have? What would you do to have fun with him?

Now it's time to put your "pretending" cap on. Pretend that your pet is a baby elephant. It is a nice grey color. It has a long nose and floppy ears. How would you play with **Elmo Elephant**? Tell me. I'll write it down so that your teacher can see it.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Word Drill

Did you know that Marvin Mouse has a pet? It's a dog. Just a little one, but he likes to eat! His favorite things to eat are bones. On the next page you'll see Wishbone Wally. Isn't that a funny name for a dog? Well, Wishbone Wally left his bones all over Marvin's yard on Mouse Hole Lane. Let's see how many bones you can bury for Wishbone Wally. At the end of the page there are some piles of "dirt". Cut them out. Each word that you can read, you can cover with a pile of "dirt". Can you make every bone disappear?

Guided Reading

Page 6

What is John doing to make Lucky jump? What do you think John is saying to Lucky? Read the first part of the page to see if you were right.

John gave Janet another biscuit. Read the rest of the page to find out what Janet would make Lucky do for a biscuit.

Page 7

Did Janet get Lucky to jump for her? Read the page to yourself. How did Janet feel when Lucky jumped? Read the sentence that tells you she is excited. Who do you think will get the next turn to jump through the hoop?

Page 8

What is Anne getting from Janet? Why do you think Janet is giving a biscuit to Anne? Read the page to yourself. What did Janet say Lucky would do when he sees the biscuit? What did Anne tell Lucky to do?

What is Buttons doing in the picture? Does he look like he wants to jump too?

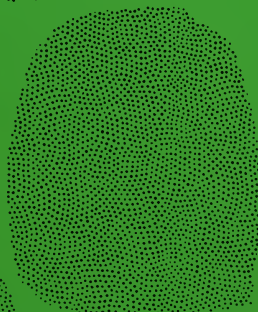
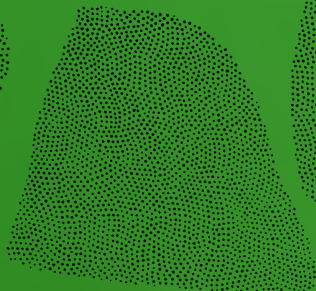
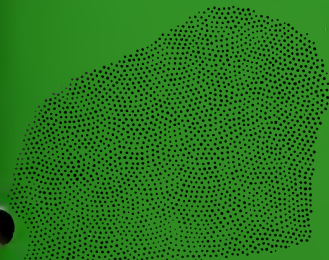
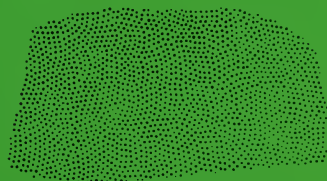
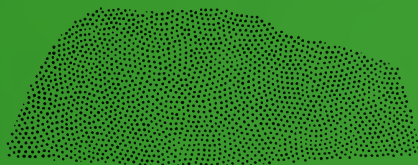
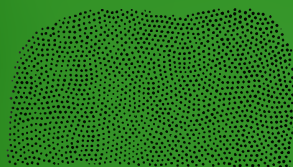
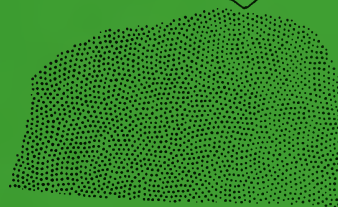
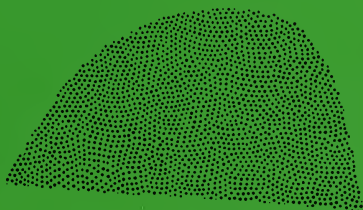
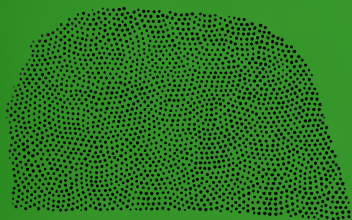
Page 9

What is Buttons doing in this picture? Why do you think Anne is on the floor? (Look closely at Lucky.)

Do you think Janet, John and Anne expected Buttons to jump? Read the page to yourself to find out.

There are two surprises on this page. Tell me what they are.

Word Drill



Rereading

Before beginning the rereading, discuss with the child how he should read the sentences in which the children are speaking to the animals. Their voices should show the surprise and excitement. Have the child read the complete story from pages 2 - 9.

Reading Exercise

Choose the correct words. Print them on the lines.
Marvin did the first one!

1. Father is fishing with John.

He is fishing with him.

~~him~~

~~He~~

we

2. Lucky and Buttons can find a big ball.

_____ can find _____.

will

They

it

3. May Anne and I go out to play?

May _____ go out to play?

see

go

we

4. Here is a little car.

May I have _____ car?

this

he

it

5. Here, John. This ball is for _____.

Here is one for _____, too.

me

it

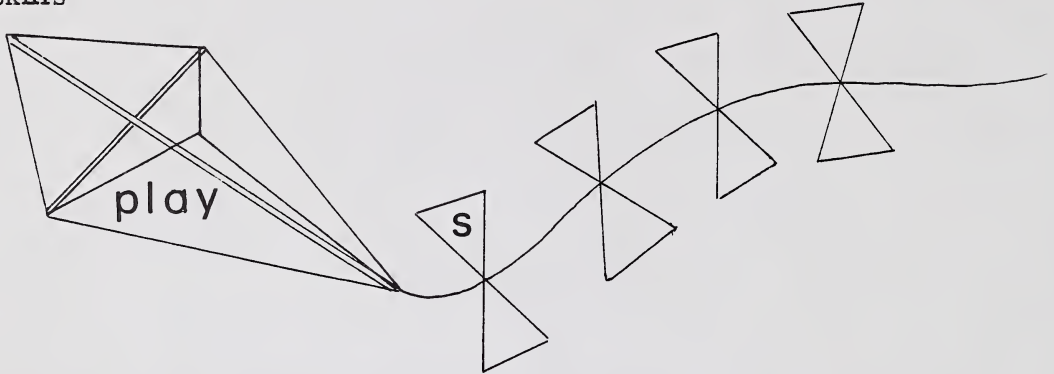
you

Ask the child to read pages 6 to 9 Fun with Buttons and Lucky.

Do pages 3 and 4 Come Along With Me Workbook.

SEND FOR CORRECTION

Word Skills



Do you remember yesterday that ing was tagging a-long to make bigger words? Well, today, s is the tag -a-long. S tags-a-long to words and makes new words.

Read the words below. Then read them again with S tagging along. Underline tag-a-long s.

jump

bring

find

snow

jumpss

brings

finds

snows

play

help

look

plays

helps

looks

Choose the correct word for each sentence. Print it on the line. Read the sentence.

1. Janet can _____ Mother.

help helps helping

2. Anne _____ with Lucky.

play plays playing

3. It is _____ now.

snow snows snowing

4. _____ at Lucky and Buttons.

Look Looks Looking

5. Janet _____ the red ball.

find finds finding

6. Lucky _____ up and down.

jump jumps jumping

Make new words by changing the first letter of each word. Read each new word. The new letters are printed above each word. The first one is done for you.

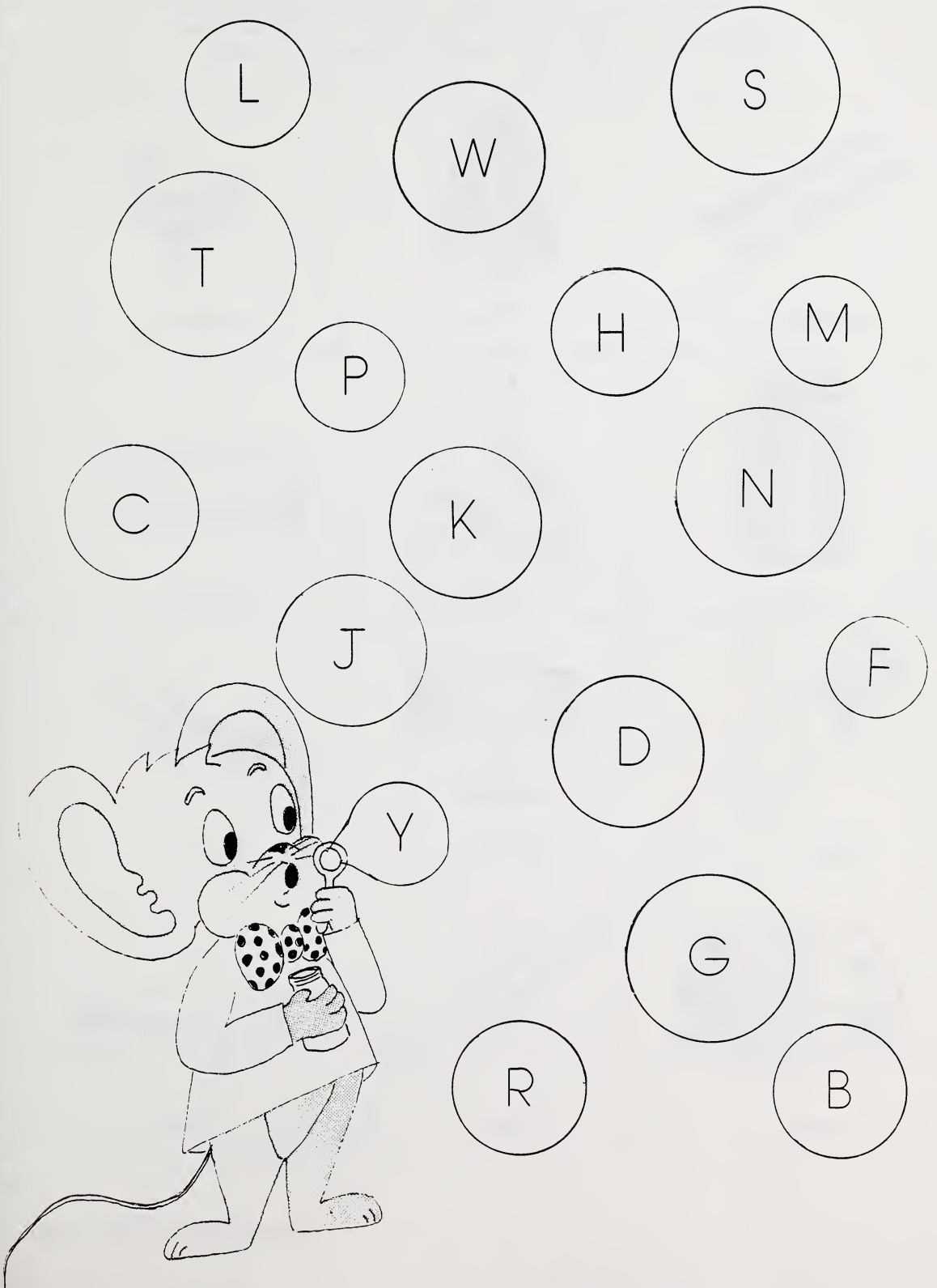
b	l, b	c	r	r
car	red	ball	big	can
<u>bar</u>	<u>ed</u>	<u>all</u>	<u>ig</u>	<u>an</u>
	<u>ed</u>			
c	b, l, d	b	c, r, l	
boat	jump	run	make	
<u>oat</u>	<u>ump</u>	<u>un</u>	<u>ake</u>	
	<u>ump</u>		<u>ake</u>	
	<u>ump</u>		<u>ake</u>	

Have the child look at the words he has just read. Give the following clues and have him find the word you are talking about. Have him say the word.

It's something you sleep in. (bed) This is good to eat. (cake) You need to wear this when it is cold. (coat) You can swim here. (lake) This is what your Mom will do when she wants you to come for supper. (call) Marvin Mouse saw a cat. This is what he did. (ran)

Phonics

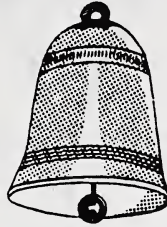
Marvin Mouse was blowing bubbles – big bubbles, little bubbles, middle sized bubbles – all kinds of bubbles. The bubbles were every color you can imagine! On the next page you will find Marvin and some of his bubbles. Not all the bubbles are on the page. Marvin blew far too many to fit on a page. These are only the special bubbles he's blown. In each bubble there's a letter whose beginning sound you have learned. If you can tell me a word that begins with that sound, you may color the bubble. I hope all your bubbles will be colored. Marvin Mouse hopes that all your bubbles will be colored, too.



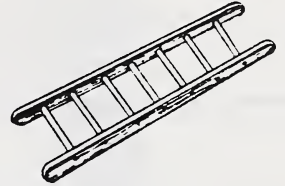
Look at each picture. Tell me the word name for each picture. Print the correct initial consonant to complete each word. Read each new word.



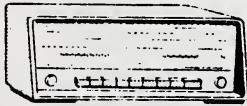
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__ell



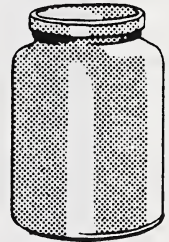
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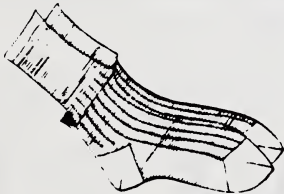
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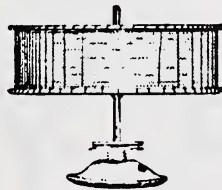
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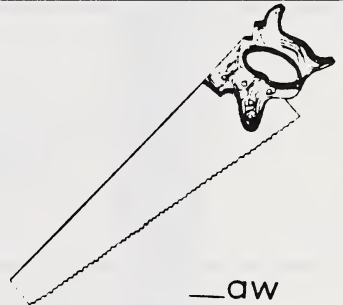
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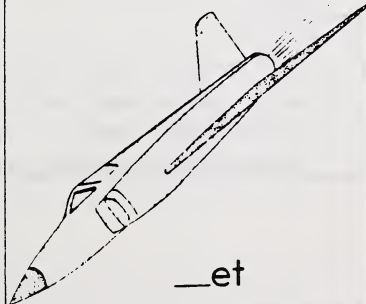
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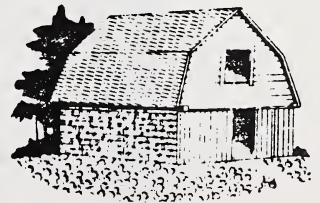
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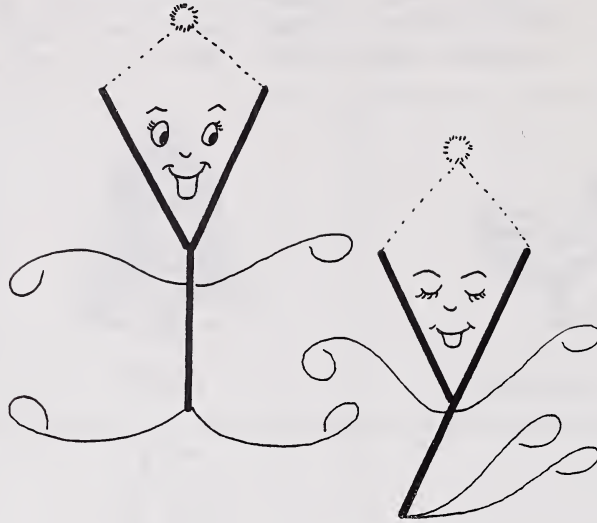


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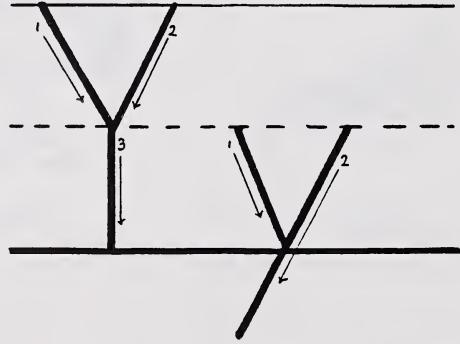


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PRINTING



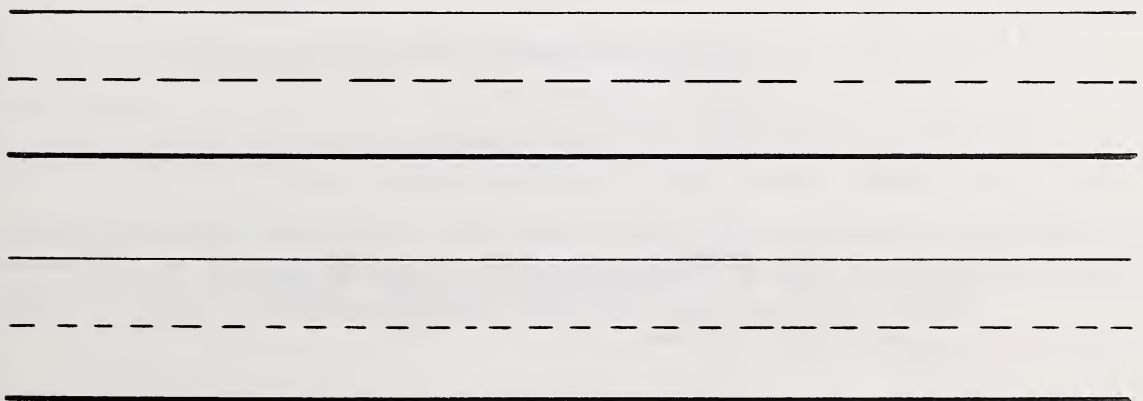
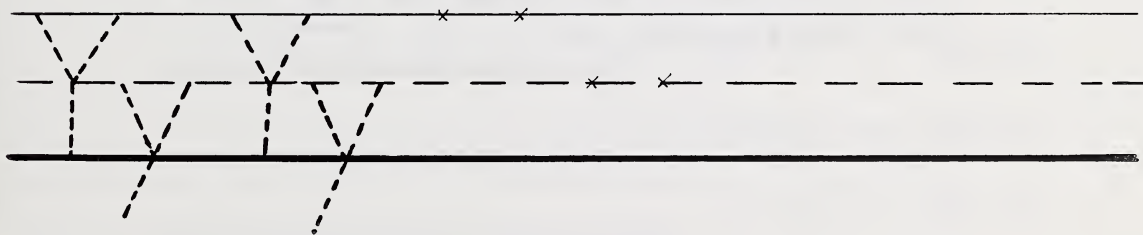
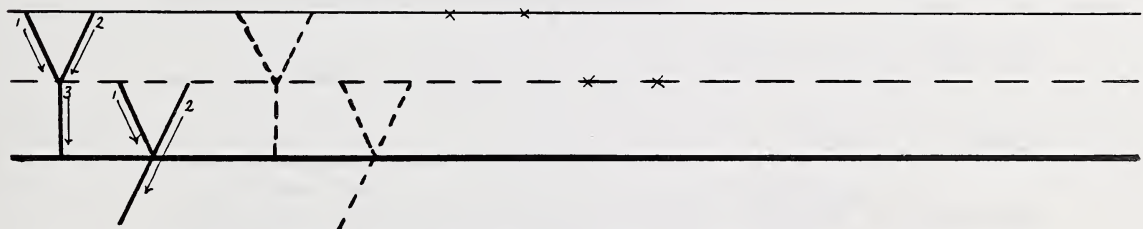
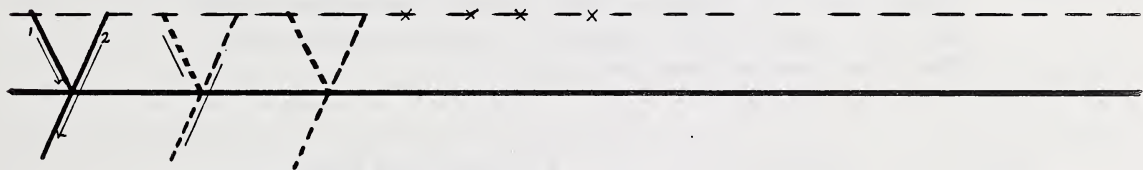
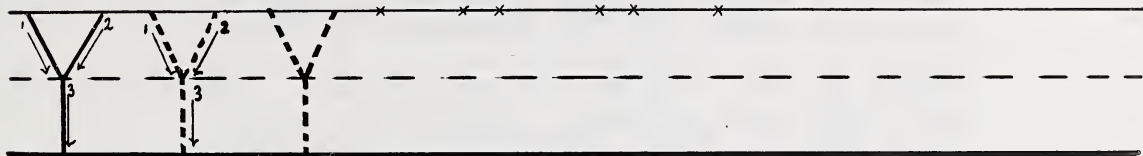
Out in Letter Land live these two letter people. Can you tell me what their names are? Look at their pictures. Their names are capital Y and small y. Their names are easy to make. Just trace them below with your magic pencil.



It's easy, isn't it? Trace it again with your real pencil. Did you notice that small y has a tail that hangs down below the line?

Practice making a capital Y and small y below.

Trace over these. Finish each row.



LANGUAGE

Yesterday we talked about putting two small words together to make a new and bigger word. Look at the picture below. Tell me the name of the first picture you see. Now tell me the name of the other picture you see. Put the two words together. Tell me the new word you made. Read the new word.



foot

+



ball

→ football

Today you are going to make more new words. Put the two small words together to make one big word. The first one is done for you.

pan + cake = pancake

snow + house = _____

can + not = _____

snow + ball = _____

some + thing = _____

star + light = _____

with + out = _____

in + to = _____

tree + house = _____

Can you read all the new words you have made?
If not, say each word by itself and then join it
to make your new word.

THIRD DAY

READING

Story: John and Janet Go To School, pages 10 - 13

Introduction

What do you do each morning before you begin your lessons? Let's make a list.

The list will probably include: getting up, getting dressed, washing, having breakfast, brushing teeth, getting books, pencils and paper. Guide the child to these answers. If the child has difficulty, have him think about what he did when he got up this morning. Print the list below.

Janet and John go to school too, but they have to leave their house, and go to a school house. Some of the things they have to do to get ready for school are different. Tell me some things they would have to do that you don't have to do.

New Words

Word cards to be made: book, school, my, has, give, am, but

Present the word card, book. The child knows look and should be able to sound out the rhyming word. If he cannot, show the word card look (or print look and book on paper) and have him try to sound out the words.

Have the child read the story below.



"I am too little to go to school," said Anne. "But my school is here at home."

"Janet has a big book. She can give it to me. It is a big, big book. I can give John my big book, but Lucky cannot have it."

Guided Reading

Page 10

Look at the picture. Why do you think Lucky is tugging at the bed clothes? What do you think he is trying to tell John? Read the page to yourself to find out what Janet is saying to John. Why does John have to get up?

Page 11

Read the page to yourself. What are Janet and John missing? What color is Janet's book? What color is John's book? Where do you think their books might be? Look at Anne's face. Does that give you an idea?

Page 12

Who has the books? Why do you think Anne kept the books? Where do you think Anne might want to go? Read the page to yourself to find out if your answers are correct.

Page 13

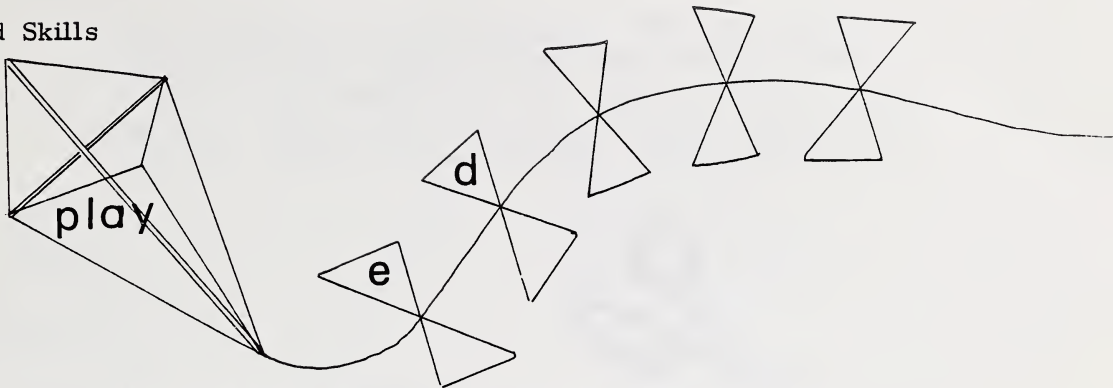
Where do you think Anne might be going? Read the page to yourself to find out. Where does Anne want to go? Why can't she go to school? Read aloud the line that tells you why. What do you think Mother will tell Anne?

Reading Exercise

Come Along With Me Workbook, page 7

SEND FOR CORRECTION

Word Skills



More tag-a-longs! Today our tag-a-long letters are ed. Let's see what words tag-a-long ed has made. Can you read each one?

snow
snowed

look
looked

want
wanted

jump
jumped

play
played

fish
fished

Come Along With Me Workbook, pages 5 and 6

SEND FOR CORRECTION

Phonics

vacant

vaccine

valve

velvet

valley

van

violet

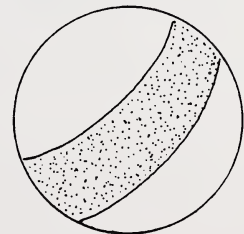
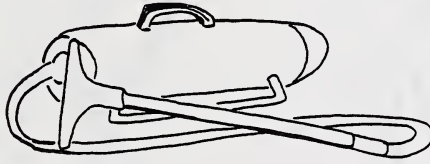
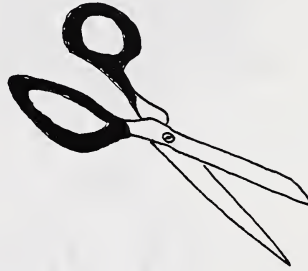
very

vacation

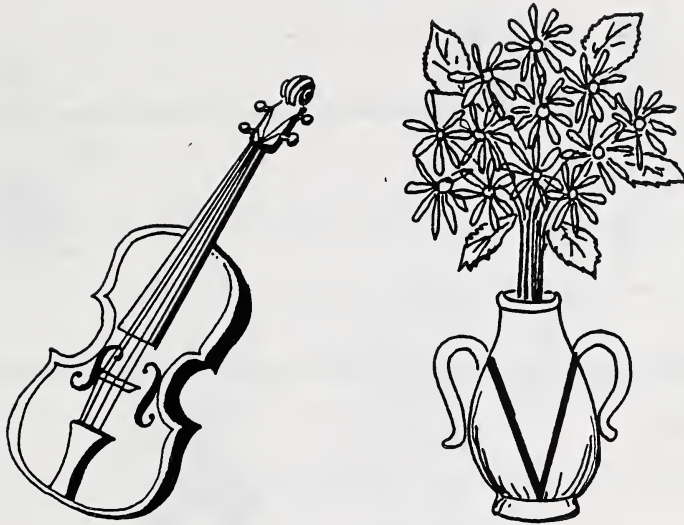
Maybe you can't read these words, but I'm sure you can tell me the names of the letters! Look closely at each word. Can you notice something about them? What is alike about each word? I'll say each word and you can say it after me.

After each word has been said and repeated, the child should be able to recognize the beginning sound as the same sound in each word. Have him underline each V.

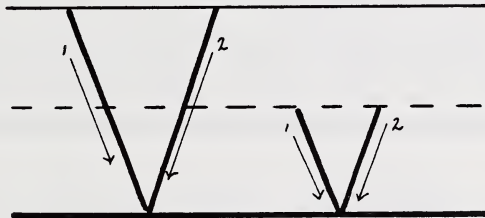
Here is Marvin with his pop gun. He's shooting for the pictures that begin with the sound made by the letter V. Help Marvin find the correct pictures. Put an X on each picture that begins with the sound of the letter V. Color all the pictures. Color Marvin, too.



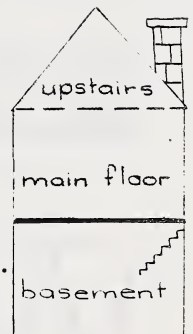
PRINTING



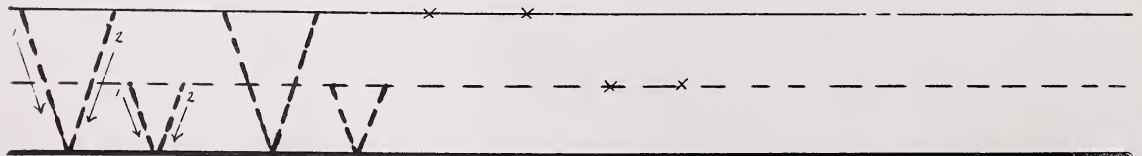
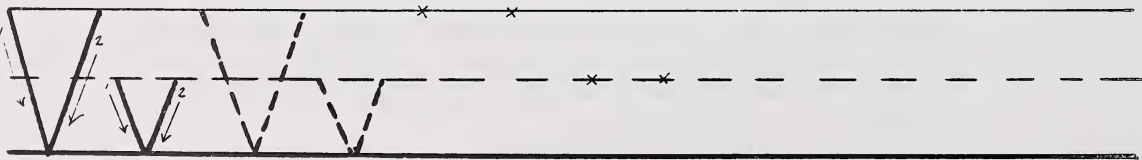
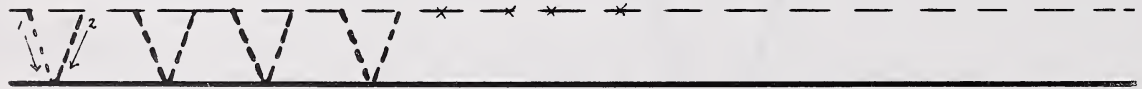
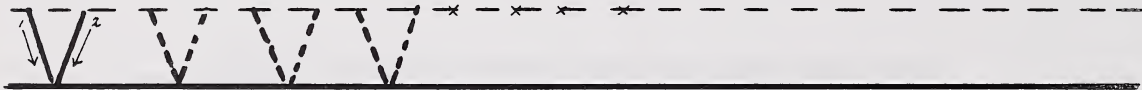
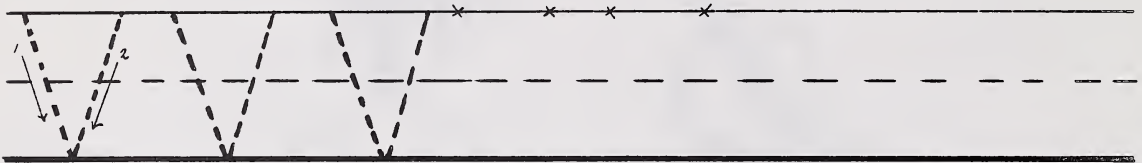
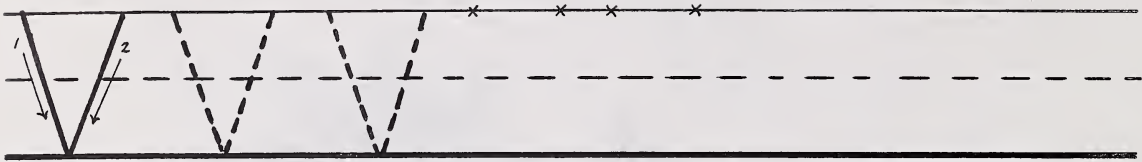
What letter will you learn to print today? That's right - letter V. It's an easy one because capital V and small v are made exactly the same way. Try tracing them with your finger.



Now trace both capital V and small v with your pencil. Try making them on the next page. Do two rows of capital V, two rows of small v, and two rows of both together.



Trace over these. Finish each row.



LANGUAGE

LET'S LOOK BACK



Have you ever wished you were magic? Well, today you can be! Pretend you are the little girl or boy in the picture. You are at the circus and there is only one clown. He is so funny you'd like to see more clowns. Wave your wand and "presto" you have many more clowns than one. Count the number of clowns. How many new clowns are there?

Below is the word clown, which means one clown. Do you remember what we did to make a word mean more than one? Yes, we added s. Look at the new word you made just by waving your magic wand! Read the words.

clown

clowns

Now let's see you use that wand once more to make the words below mean more than one. Print the new words you have made.

ball

star

light

tree

The words below all mean more than one. Read them. Then use your magic wand to make them mean only one.

boats

ride

skates

snowballs

FOURTH DAY

READING

Story: John and Janet Go To School, pages 10 - 13

Introduction

Do you remember what happened in the story yesterday? Anne wanted to go to school, but Mother told her she was too little. Let's pretend that Anne decided to follow Janet and John to school. What do you think would happen to a small girl, by herself, trying to find her way to school? Make up a story telling what happens to Anne and how she gets home again. I will print it for you.

SEND FOR CORRECTION: WHEN RETURNED, PUT IN STORIES OF MY OWN BOOKLET.

Word Drill

On the next page see if you can follow Janet's and John's footsteps to school without getting lost. Say the word next to each footprint. If you could read the word by yourself you may color the footprint. If every footprint is colored, you have found your way to school. If even one is not colored, you have lost your way. You will have to start again.



he do fun but am give my has too school this will it they want are
 with skates find little dance not light sing jump we some here good stop book out him

Rereading

Have the child reread the story, reading the exact words of the speakers while you take the narrator's part.

Reading Exercise

On page 36 are some picture stories, but they are mixed up. Look at each picture. Think about the story. Number the pictures 1, 2, 3 as they happened in the story. I will help you with the first story.

Word Skills

Each word below is missing its first letter. Choose one of the letters above the words to make each word complete. Read each word. Make sure it is a word you can use. Not every letter will fit the word. Marvin did three for you. Aren't you lucky?

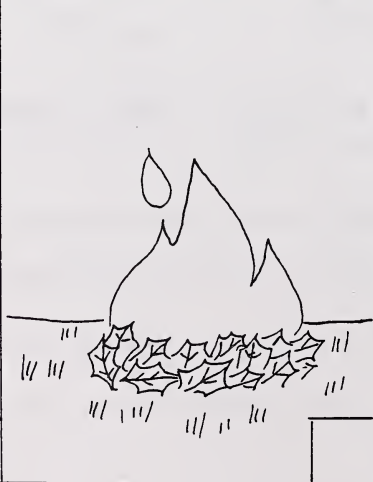
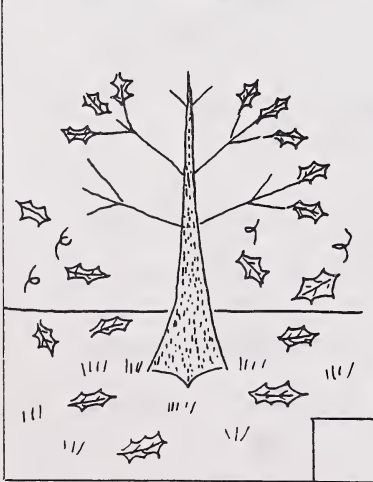
l h
j c b
r s

<u>b</u> all	<u>r</u> ang	<u>r</u> an	__ing
__ump	__ake	__at	__un
__oat	__ate	__ar	__ay
__ig	__ed	__and	__ee
__is	__ook	__in	__up

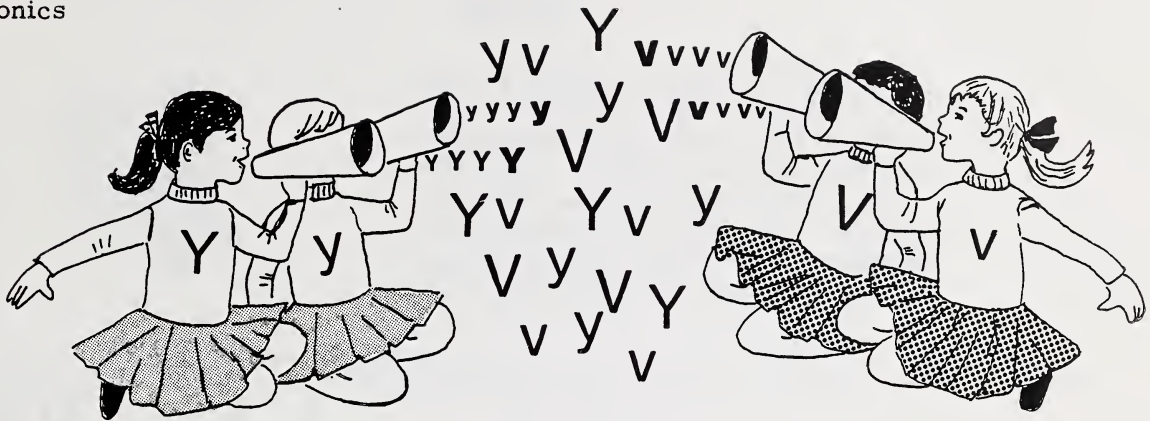
Read each word for me. Make a sentence for one word from each column. I will print it for you.

1. _____
2. _____
3. _____
4. _____

SEND FOR CORRECTION



Phonics



The cheerleaders are cheering for their favorite teams. Ann and Susan are cheering for the Y's. Find Anne and Susan. Beth and Jane are cheering for the V's. Find Beth and Jane.

This week you have been learning the sounds made by Y and V at the beginning of a word. I will say some words. Each one begins with V or Y.

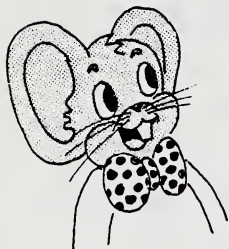
Read these words to the child.

very	yellow
yarn	yes
vein	vase
violin	vanilla
yard	yoke

As I say each word, listen to the beginning sound. Print the letter that begins each word. Start at number 1.

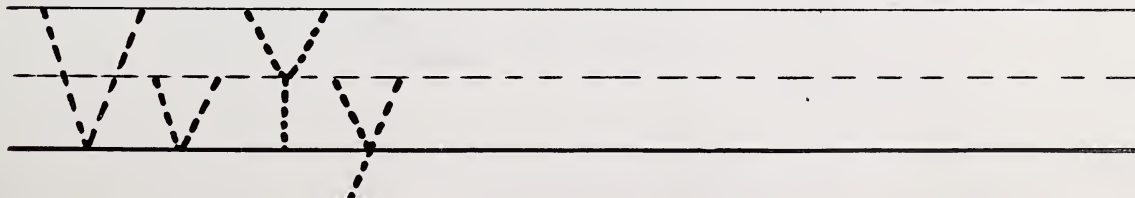
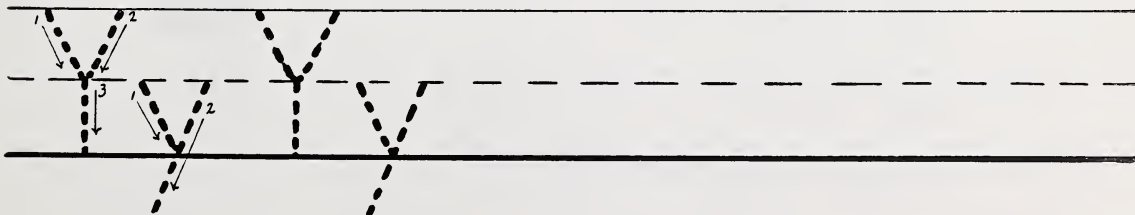
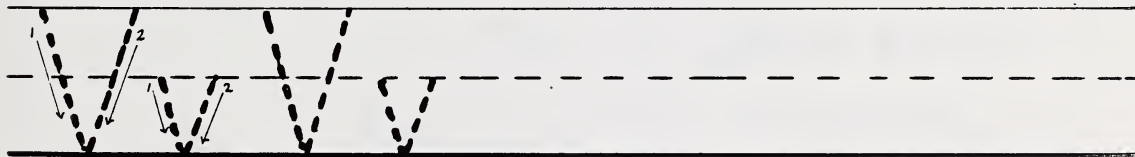
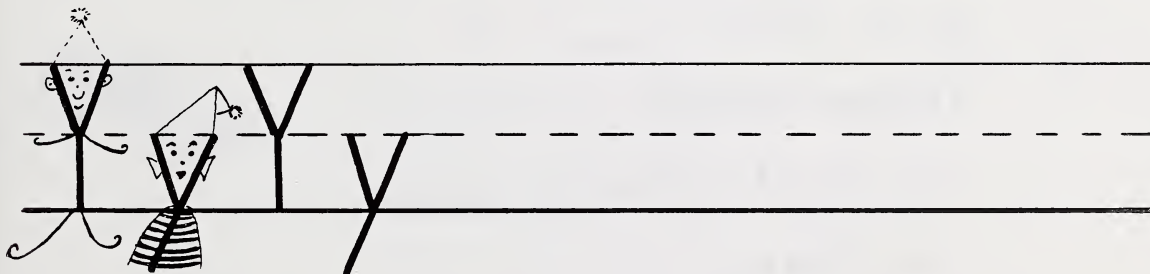
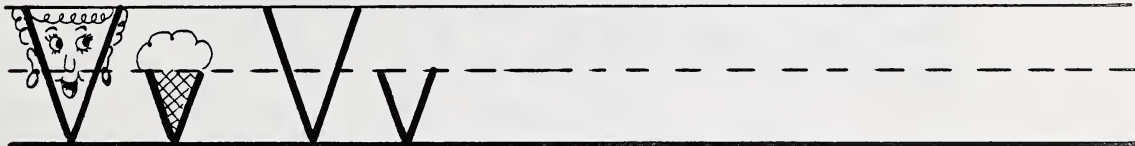
- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

PRINTING



Let's practice Yy and Vv today.
You've learned to make them both
so you shouldn't have much trouble
with them. After you have finished
each row below, make some funny
pictures with your letters. Marvin's
done a few for you. Can you make
yours funnier than Marvin's?

Trace over these. Finish each row.



LANGUAGE

We have names for words that mean only one and names for words that mean more than one. If a word means only one, we can say the word is SINGULAR. If a word means more than one, we say it is PLURAL.

Below are some phrases. Some are singular (only one) and some are plural (more than one).

To make a word mean more than one you must add s. Look at each phrase and read it. Decide if it means one or more than one. If it means more than one, add s. If it means only one, leave it as it is.

some star

three school

two little hat

one tree

one boat

a book

some cat

two boat

one boy

three dog

two boy

a ball

FIFTH DAY

READING

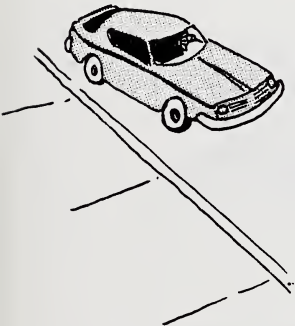
Story: Anne Plays School, pages 14 - 17

Introduction

Little Anne was too young to go to school. She decided to have her very own school at home. Do you know anyone that has school at home? Yes, YOU! Can you help Anne? What would Anne need to play school? How would she play? Where could she find the things she needs? Who else do you think she might get to play school with her? Why couldn't Janet and John play with Anne?

New Words

Make word cards for: thank, dog, that.
Have the child read the story below.



"I cannot find Lucky or Buttons," said Anne.

"They are not here.

Can you see my pets?

Are they in that blue car?

Will you help me find Lucky and Buttons?"

"Yes," said Mother.

"I will help you find Lucky."

"Thank you Mother," said Anne.

"That is good."

Guided Reading

Page 14

Do you remember how Anne wanted to go to school? If you read the title of the story, it will tell you what Anne did instead.

Read the first part of the page to yourself. What did Mother give Anne to play school? What should Anne say to Mother for giving her the book? Read the next part of the page to yourself. What did Anne say? Anne is still not happy. Why? Do you think Anne and Mother will play together? Read the last part of the page to yourself. What does Mother tell Anne to do? Why do you think Anne wants someone to play school with her? How do you think she feels when Janet and John are away?

Page 15

What is Anne doing in this picture? Read the first part of the page to yourself. Why do you think Anne tells Lucky and Buttons they are good? Read the rest of the page to yourself. What does Anne want Lucky and Buttons to do? Do you think a dog and a cat would want to play school?

Page 16

Do you think Lucky and Buttons are going to play school? What do they look like they are doing? Read the first part of the page to yourself. What does Anne see in the book? (Christmas tree, Christmas balls, boat) Read the rest of the page to yourself. What did Lucky and Buttons do?

Page 17

Do you think Anne knew Lucky and Buttons were gone? Why didn't she know? Read the first four lines to yourself. What does Anne ask her mother? Read the last part of the page to yourself. Does Mother know where the dog and cat are? Why does she say they left? How does Anne feel about school?

Rereading

The child has now begun to read stories in which there are sentences that run on to a second line. When the child rereads orally today, watch to see that the child has a smooth eye return from the end of one line to the next.

Reading Exercise

Come Along With Me Workbook, page 10

SEND FOR CORRECTION

LANGUAGE

Your teacher had these sentences ready for you to read. Then along came Marvin and mixed up all the words. Put the words in the correct order to make correct sentences. Print your sentences under the mixed up words. The first one is done for you.

1. is dog a Lucky

Lucky is a dog.

2. book They want this

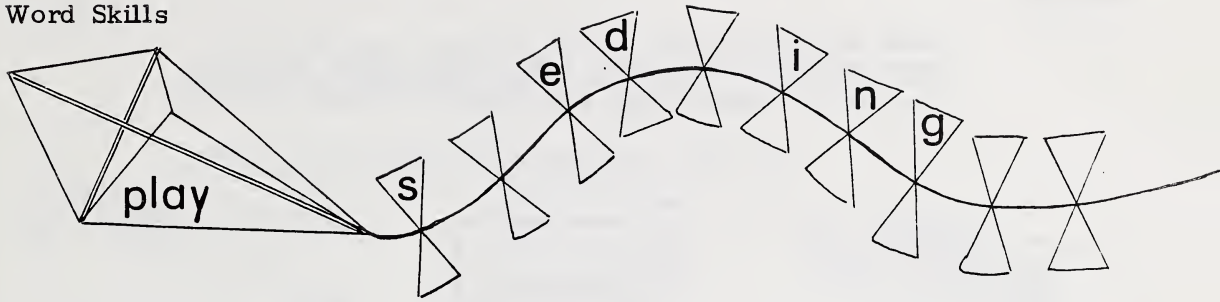
3. you I thank will

4. Janet will or John play

5. is That dog my

SEND FOR CORRECTION

Word Skills



Today our sets of tag-a-long letters all decided to tag-a-long on one kite.

Below are some words in which the tag-a-longs have tagged along! Can you pick out the word they decided to tag-a-long to? Words that are used to make other words by adding the tag-a-long letters, are called root words.

Read the words below.

plays played playing

Cross out s, ed and ing.

What word is left? (play) Play is the root word.

Look at the words below. Cross out the s, ed or ing at the end of the word. Print the root word on the line. The first word is done for you.

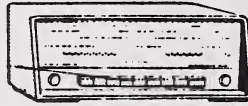
jumps	<u>jump</u>	played	_____
helped	_____	looking	_____
wants	_____	jumped	_____
snowing	_____	wanting	_____
thanked	_____	thanks	_____

Phonics

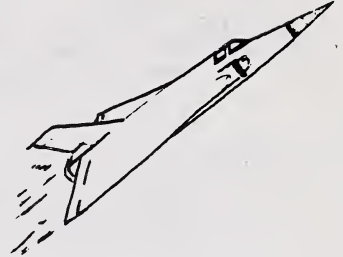
Look at each picture. Tell me the word name of each picture. Print the initial consonant to complete each word. Read each new word.



_ing



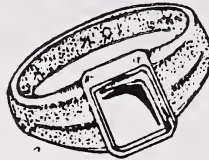
_adio



_et



_ausages



_ing



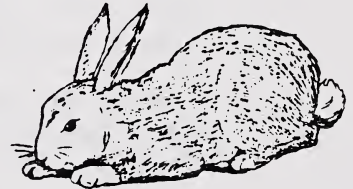
_eal



_atch



_aw



_abbit



_ump



_ool



_acket

Phonics

Let's go back and see how well you remember some of the beginning sounds you have learned.

Come Along With Me Workbook, page 31.

SEND FOR CORRECTION

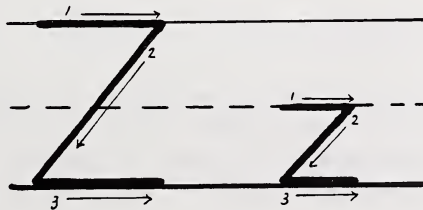
PRINTING

Z z



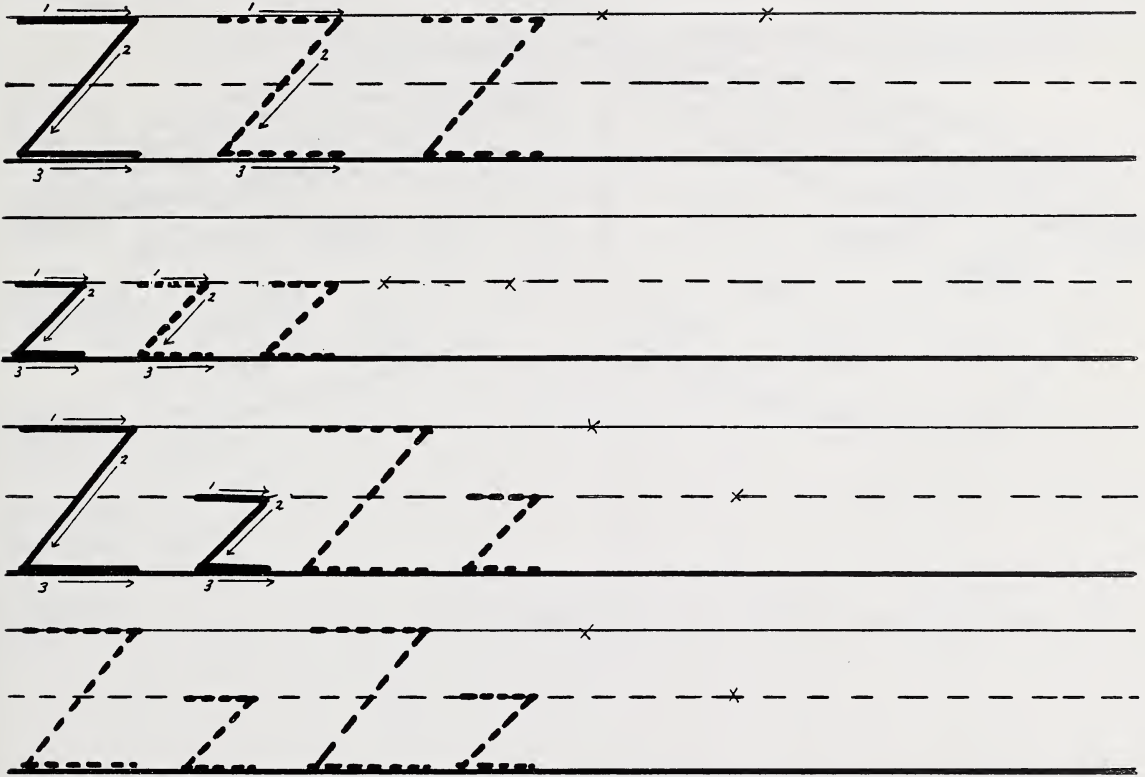
The very last letter of the alphabet! I am sure you know the name of the letter you'll learn today. Can you tell me its name? Up in the corner you see a picture of a little zebra. His name begins with the letter z.

Z is made of sticks turned in different directions. Each one is a very straight line. Let's practice with your magic pencil on the letters below. Then use your real pencil to trace the letters.



Use page 46 to practice printing capital Z and small z.

Trace over these lines. Finish each row.



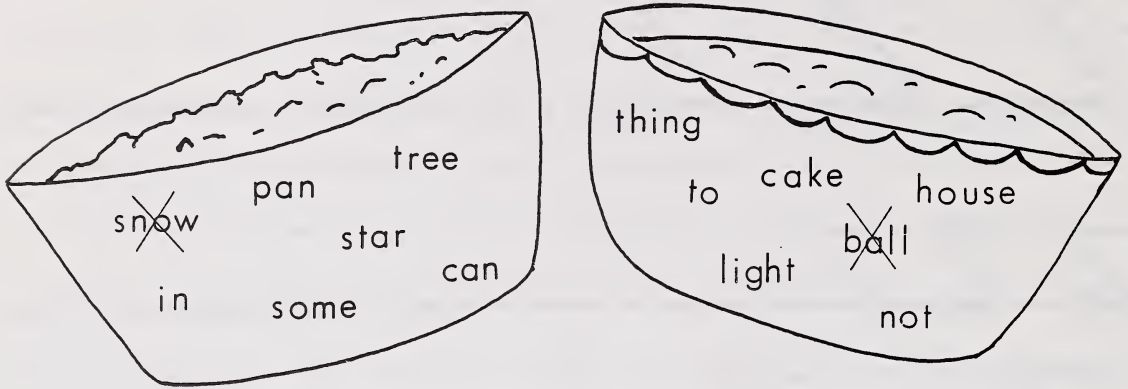
LANGUAGE

Have you ever heard of bowls of words? Neither had I until today! On the next page you will find two bowls of words. Remember, we put two small words together to make one longer word. When we do that we make a compound word!

Read the two words below. Then read the new compound word that is made.

snow + ball = snowball

In the bowls of words there are words that join together to make new words. From each bowl choose one word that you can join to make a compound word. The first one is done for you. Cross out each word as you use it.



1. snow + ball = snowball

2. _____

3. _____

4. _____

5. _____

6. _____

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 4, 5, 13, 16, 33, 36

Word Skills

pages 6, 7, 8, 18, 35, 43

Workbook

Come Along With Me

pages 3, 4, 7, 5, 6, 10, 31

Phonics

pages 21, 28, 44

Language

pages 32, 42, 47

Printing

page 10

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

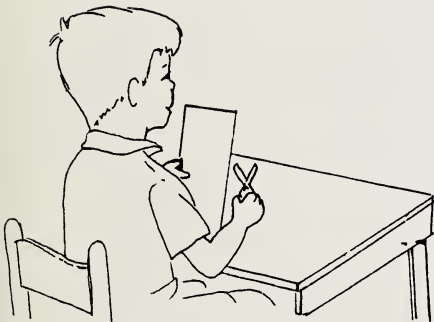
READING

Introduction

Yesterday we read a story about Anne. Today we are going to read a story about a boy named Peter. Peter had a frog. Here is the story about Peter. Read it aloud to me. I will help you with the words that you cannot read.



frog



desk



the teacher

Peter had a frog. It was green. It jumped and jumped. One day he had it in school. It was in his desk.

The teacher came to Peter's desk. She wanted to see Peter's book. Out of Peter's desk jumped the frog! Up jumped the teacher! The teacher laughed. Peter laughed too.

Ask the child to read the story silently if you think he did not understand it after the first reading. Ask the child to find box 1 below. Then ask the following questions. As you read question 1, tell the child to underline the correct answer in box 1. Continue in this way until all 12 questions are completed.

1. This story is about _____.
2. The best title for the story is _____.
3. Where was the frog?
4. What color was the frog?
5. What did Peter do?
6. This story makes you _____.
7. Find a word that means a color.
8. Find a word that means a boy's name.
9. Find a word that means an animal.
10. Find a word that means something to read.
11. Find a word that means to look at.
12. Find a word that means a place to learn.

1. a big cat a little school something funny	2. A Funny Fish Teacher's Pet Fun at School
3. in Peter's house in Peter's desk in Peter's hat	4. brown green red

5. He went home. He laughed. He danced.	6. happy sad little
7. green jumped too	8. desk Peter teacher
9. see the frog	10. book look teacher
11. it see Peter	12. school frog desk

SEND FOR CORRECTION

Word Drill

Let's pretend that you are the teacher. Your name is Ms./Miss/Mr. _____. (Insert child's name) Help the boys and girls in your class by reading the phrases on page 4 for them. I know you'll be able to read every one. Put a check mark (✓) next to each one that you have read correctly.



am in school
has my hat
but John is
give it to me
want the book
he sees
fun for Buttons
it will help
Janet wants

Mother skates
this coat
can skate too
are at home
will help me
has a fish
am going up
will laugh too
but she cannot

Reading Exercise

Choose a word from below for each sentence.

dog

dogs

dog's

1. Here is my _____ house.
2. The little _____ cried.
3. Mr. Green has two big _____.

Choose the correct ending for each word. Print it on the line.

s ed ing

1. John want___ a surprise for Janet.

2. Buttons is jump___ up and down.

3. Anne thank___ Father for the kitten.

SEND FOR CORRECTION

Word Skills

Have the child read the following words and tell how they are alike. Have the child tell other words that end the same. (rhyming words) Print them next to and under down and brown. Have the child put a box around the parts that are the same own.

Words that might be given: town, crown, frown.

down

brown

Follow the same procedure for the ending op. Use mop and stop as key words.

mop

stop

Use the same method with the word ending ang.

rang

Read the words in each box. Draw a picture to match the word.

crown	brown	town	frown
mop	top	hop	pop
rang	bang	sang	hang

SEND FOR CORRECTION

Phonics

Come Along With Me Workbook, page 23

SEND FOR CORRECTION

Ask the child to give the word name for each picture.

- (a) Circle with orange all the pictures beginning with f, and circle with purple all the pictures beginning with t.
- (b) Underline the words beginning with the same sound in each row.
- (c) Cross out any letter that is not the same as the one in the box.

d)



top



fork



tie



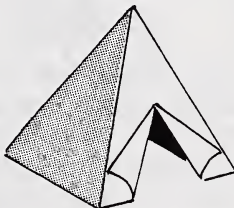
five



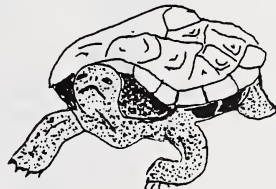
fire



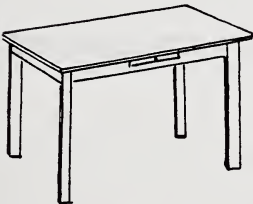
feet



tent



turtle



table



fan



dog



vegetables

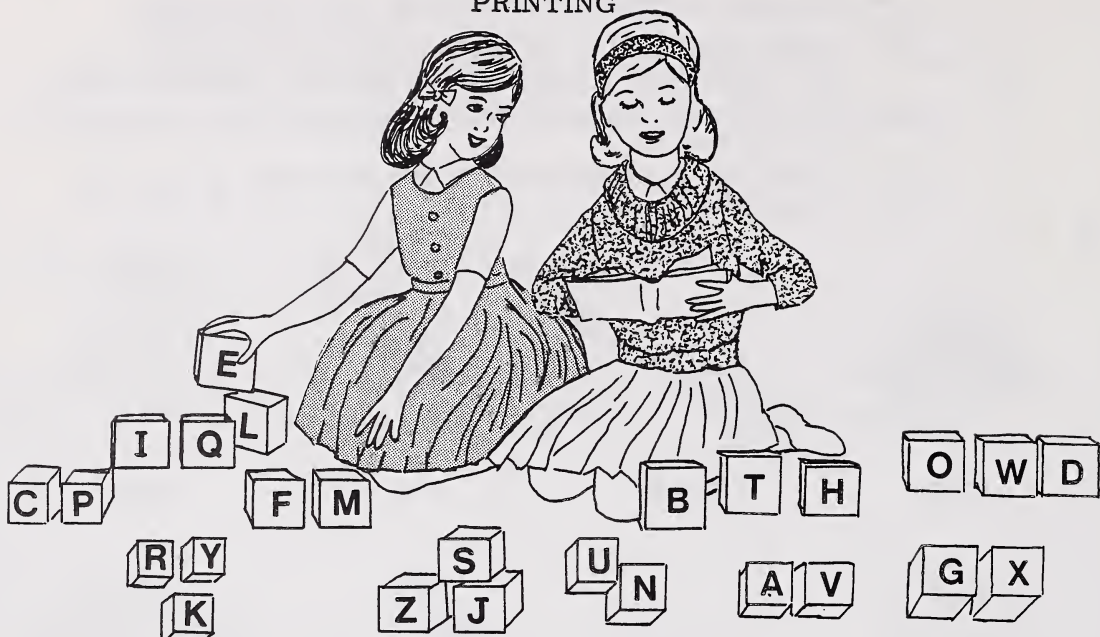
b)

fun	to	if	for	fan
ten	two	out	too	tie

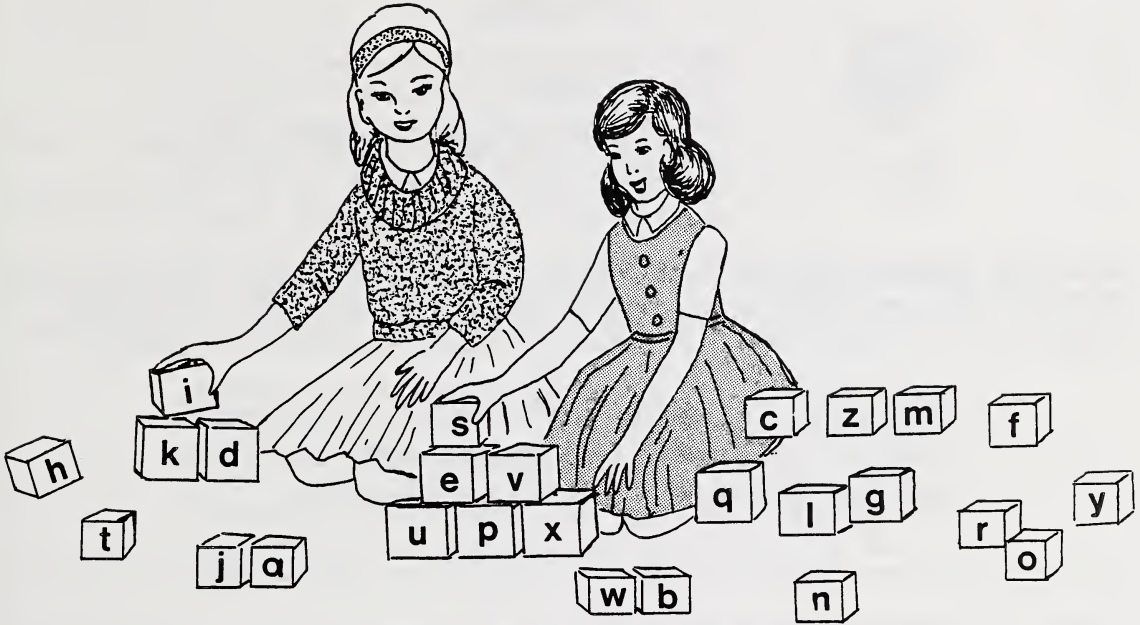
c)

t	t T f t t T F t T	f	f f F T t F t f f F
---	-------------------	---	---------------------

PRINTING



Penny and Patty are playing with their blocks. On each block is one of the capital letters of the alphabet. Let's see if you can unscramble these capital letters and print them in the correct order on the lines below.



Now Penny and Patty have the blocks with the small letters of the alphabet. Unscramble these too, and print them in the correct order below. Marvin Mouse says he knows every letter. I'm sure you do too!

LANGUAGE



Marvin Mouse started to tell a story. Then he spied a fat piece of cheese and ran away to eat it. Here is the beginning of Marvin's story. Can you finish it? I'll print the story for you and you can draw a picture to match.

Read the opening sentences to the child two or three times. Encourage him to think about what Marvin might have wished. If the child has difficulty, suggest that he might think about what he might do if he were magic.

Once upon a time there was a mouse named Marvin,
who was magic. Because he was magic he could do
anything he wished. One day he wished that

SECOND DAY

READING

Story: Play Ball, Buttons, pages 18 - 21

Introduction

Have the child turn to the Table of Contents. Talk about the last story read in the reader. Help the child to find the name of the story. (The last story was Anne Plays School.) Tell the child that the story can be found on page 14.

Today you will be reading a new story. It is written just below the name of the last story. Can you find it? (Play Ball, Buttons) Read the name of today's story. Look to the end of the line to find what page the story is on. Find page 18. Put a marker in your book. You will be reading this story in just a little while.

New Words

Make word cards for the following words.

she, flashlight, ready, catch, there

Present the word card she.

When we talk about a boy we use the word he.
What do we use when we talk about a girl?

Show the word card for flashlight. Have the child pick out a familiar word. (light) Let him try to figure out the first part by the beginning sounds of f and l. If he is not able to say the word, give clues about a flashlight. When the word is known ask what kind of a word it is. It is two small words put together to make one large word. It is a compound word.

Tell the child the following and then have him read the story on page 12.

John got a tool set for his birthday. One day he pretended he was a plumber, but he had quite a few problems. Read the story to find out why.



John was ready to help Father.
He said, "I cannot see my
flashlight."

Then he saw Buttons.

"There is my flashlight."

Catch Buttons!

Catch Buttons!

She has the flashlight!"



Guided Reading

Page 18

Look at the picture. What do you think Anne wants Buttons to do? Do you think Buttons wants to play? Will he catch the ball? Read the page to yourself. Did Buttons catch the ball? Read the part that makes you think he did not. Where will the ball go?

Page 19

Read the first line to yourself. Who is Anne talking to? Why do you think she is calling Janet? Read the first part of the page to yourself. What does Anne want Janet to do? Why? Read the last part of the page to yourself. Did Janet see the ball? What did she see? Where do you think the ball is?

Page 20

What does John have in his hand? Do you think it will help find the ball? Why? Read the first four lines to yourself. Did Janet help Anne? What can Anne see under the chesterfield? Read the rest of the page to yourself. Who is going to help Janet and Anne now? What does John say his flashlight will do?

Page 21

Read the first part to yourself. Does the flashlight help John? Read the line that shows it helps him. (I can see it.) Read the rest of the page to yourself. What does Janet tell John to do with the ball? Why? Who does Anne show the ball to now? What do you think Anne and Buttons will do?

Rereading

Have the child take Anne's part, while you read the other parts. Emphasize reading groups of words and saying them the way Anne would say them.

Reading Exercise

Come Along With Me Workbook, page 13

SEND FOR CORRECTION

Read the following short stories to the child. Have him tell what he thinks will happen next. Write his answer on the line below each story.

Marvin Mouse went to visit his friend Tommy Turtle. It started to rain. Marvin had no rubbers or raincoat so

Marvin started to walk home. As he turned a corner he could see a big cat named Big Bill lying in the park sleeping. He knew if he went past, Big Bill would smell him so he

When Marvin got home he was so-o-o-o tired. Big Bill had seen him and chased him. He decided that the next time he went to Tommy Turtle's he would

SEND FOR CORRECTION

Draw pictures to match these phrases. Be sure to color your pictures.

a little school

some green balls

a big light

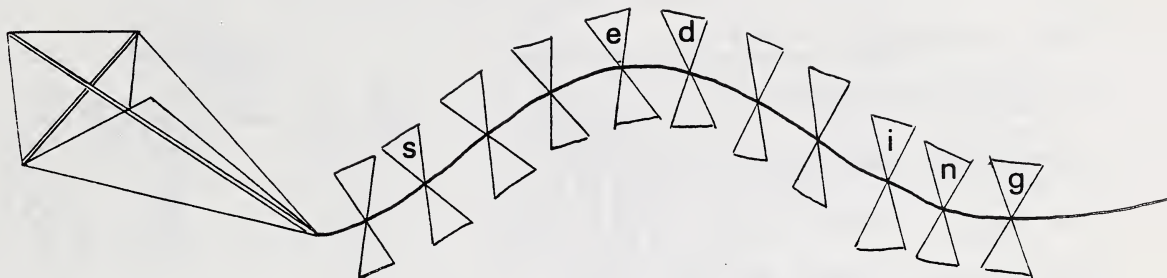
two flashlights

a red book

a big brown dog
a little black dog

Word Skills

More Tag-a-longs



Print the tag-a-longs that you see hanging on the kite.

Add the tag-a-longs s, ed, ing to the words below.

help

helps

helped

helping

snow

play

thank

look

want

jump

Read the new words.

Read each of the following sentences to the child. Then read each underlined word. Have him tell you what ending (s, ed or ing) was added to the root word. Have him print the ending on the line next to the sentence.

Betty is looking at a new toy.

ing

We played ball yesterday.

Lucky jumps for a biscuit.

Ted wants a red hat.

Susan thanked Mother for the cookie.



c

l

f

b

t

g

Bob likes to play baseball. He is having trouble catching all the balls that are coming his way. Help him by catching some of the balls. Use the balls to make new words. Read the new words.

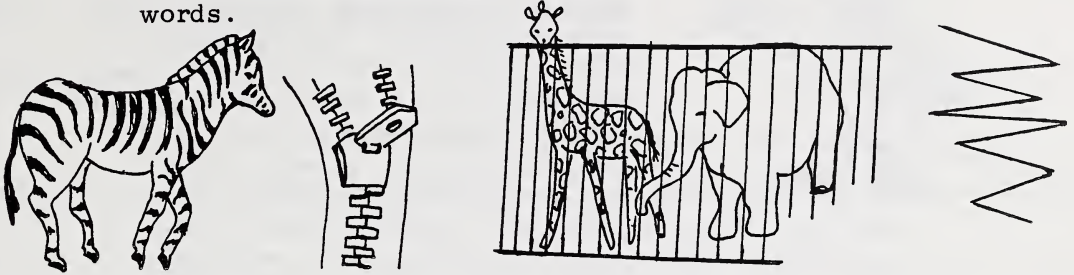
hand	jump	star	boat	can
<u>b</u> and	<u> </u> ump	<u> </u> ar	<u> </u> oat	<u> </u> an
<u> </u> and	<u> </u> ump	<u> </u> ar	<u> </u> oat	<u> </u> an

red	sat	skate	play	look
<u> </u> ed	<u> </u> at	<u> </u> ate	<u> </u> ay	<u> </u> ook
<u> </u> ed	<u> </u> at	<u> </u> ate	<u> </u> ay	<u> </u> ook

Do page 12 Come Along With Me Workbook.

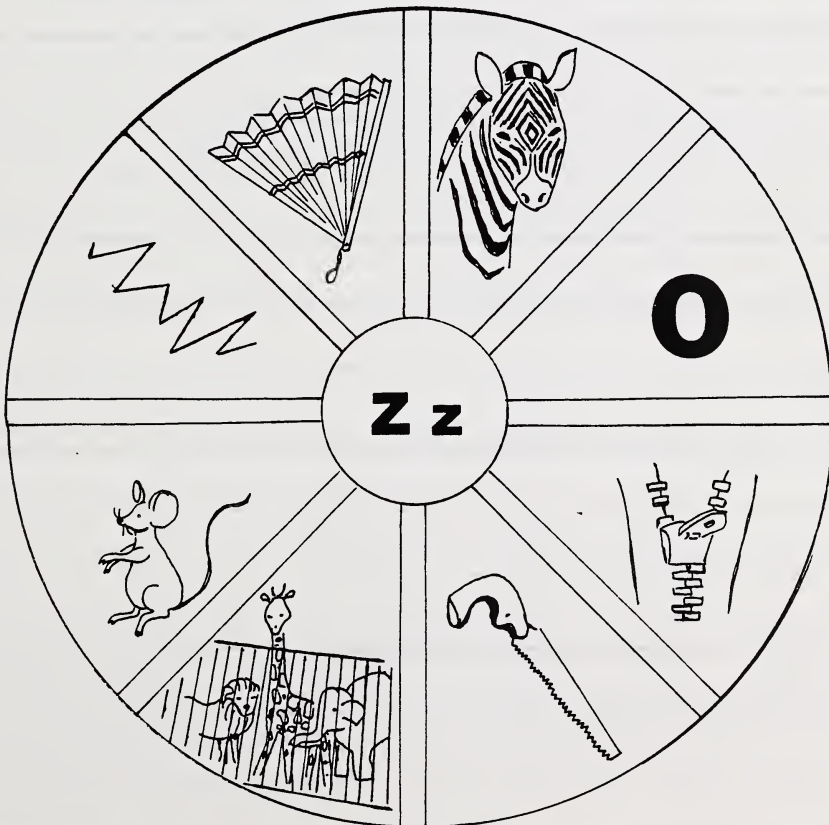
Phonics

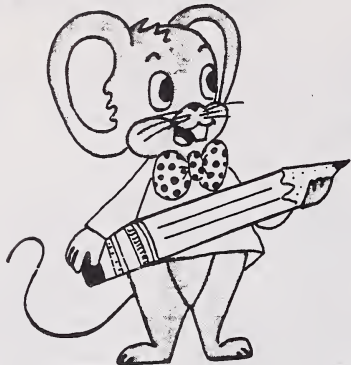
Today you are going to learn some words that are fun to say. Your mouth feels funny when you say these words.



If the child has difficulty, help him identify the pictures of the zebra, zipper, zoo and zigzag lines. Have him repeat the words several times. Have the child give sentences with these words.

Look at the pictures below. Draw a line from the letter z to any picture that begins with the sound made by the letter z.





PRINTING

Practice the alphabet once more today. Now you should be able to print the capital and small letters without any help. Marvin knows all his letters. Do you? Show me how well you can print the alphabet. Use the space below.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

THIRD DAY

READING

Story: Snow, Snow, Go Away, pages 22 - 25

Introduction

Look outside the window. What do you see? If you live in Alberta or most other parts of Canada, you will probably see snow at this time of year. If you live in another country, it could be sunny and warm right now. Some boys and girls in the world have always lived in hot countries and have never seen the snow. I imagine you have though, so you are lucky! Can you imagine winter without skating and sledding, making snow men and snow forts? What do you do when it's winter? Think what you like best about snow and winter. Then tell me what you are thinking. I'll print what you say on the lines for your teacher to see.

Now Words

Make word cards for take, bumps, hang.

Today there are three new words to learn. I am sure you will not have any trouble with them. They are a lot like words that you already know.

Say this word.

make

Your new word rhymes with it.

make

take

Say both of these words. Now you know one of the new words. Try your second new word.

Say each word below.

jump

jumps

bump

bumps

For your last new word I'll give you a few clues! One day Janet came home from school. She was in a big hurry! The lake was good for skating. She wanted to get out to the lake quickly. She took off her dress and let it fall on the floor. When she came home her mother said to her,

"Go and hang up your ."



Point to the title of the story below.
Have the child read the title.

Snow, Snow, Go Away

When the child has read the title have him find it in the Table of Contents. Then have him give the page number and find it in his reader.

Guided Reading

Page 22

Read the title of the story aloud. Why do you think Anne wants the snow to stop? Read the first part of the page to yourself. Were you right? What does Anne want to do? Do you think it looks like the snow will stop? Read the rest of the page to yourself to find out.

Page 23

What is Anne trying to do in the picture? Do you think she will be able to clear the snow away? Read the page to yourself. What does John tell Anne about trying to clear the snow away? What does John tell Anne they will do?

Page 24

What is Anne doing in the picture on this page? Who has come out to play with Anne and John? Read the first part of the page to yourself. What does Anne ask her father to do? Read the rest of the page to yourself. Is Father giving them a ride? What does he tell John to do? Look at John and Anne. What do you think will happen to them?

Page 25

Read the first part of the page to yourself. What does Father tell John and Anne to watch out for? What do you think is going to happen? Read the rest of the page to yourself. What do John and Anne each say about their rides?

Reading Exercise

Come Along With Me Workbook, page 16

SEND FOR CORRECTION

Choose the correct word to complete each sentence below. Print the word on the line.

I can _____ up my coat.

hang catch

_____ are Janet and John.

Am There

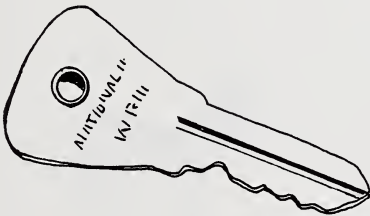
Father will _____ John fishing.

take that

See the _____ in the snow.

will bumps

Word Skills



Can you unlock the words below?
Each word ends like another word
you know. It also rhymes with it.
See how many you can say without
help.

look.

took hump hall jar

hate ran top tar

If the child has trouble thinking of rhyming words, print these words over the above words. jump, call, bar, skate, can, mop, car. Ask the child to read the groups of rhyming words to you. When the child has said each of the new words, ask him to use the new words in sentences.

Phonics

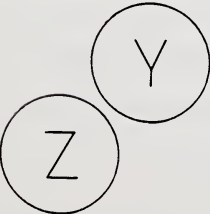
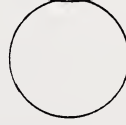
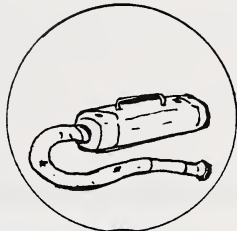
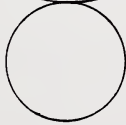
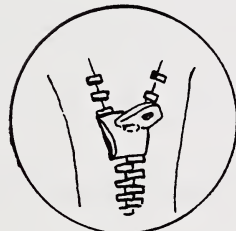
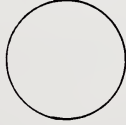
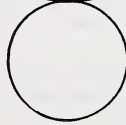
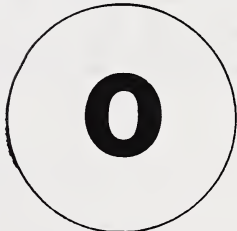
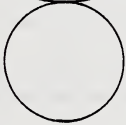
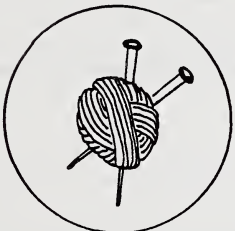
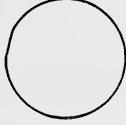
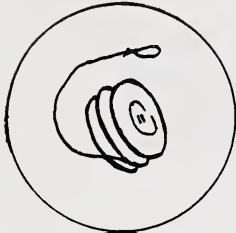
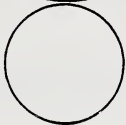
Three beginning sounds that we have learned are the sounds made by y, v and z. Can you think of one word that begins with the sound made by each of these letters?

y _____

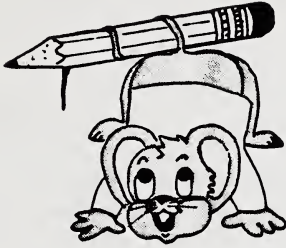
v _____

z _____

On the next page there are some pictures. Each one begins with the sound made by one of these letters. Cut out the letters at the bottom of the page. Glue the correct letter in each circle.



PRINTING



In your very best printing,
practice the sentence below.
An X marks the spot where
you should begin.

Trace over the sentence. Print it once more below.

Zeke Zeke likes

zippers.

If you had trouble with a word practice it again below.

FOURTH DAY

READING

Introduction

Anne liked a poem about the snow which Mother read.
Listen to the poem as I read it. Then draw a picture
of the poem.

Read the poem on page 27 to the child. Encourage him to think about the picture the poem makes. Read the poem three or four times. Have the child close his eyes as he listens to the poem on the last reading.

Word Drill

One day during the winter John and his dad went
fishing. They caught a lot of fish! On page 28
you will see John fishing. See how many fish you
can catch.

Falling Snow

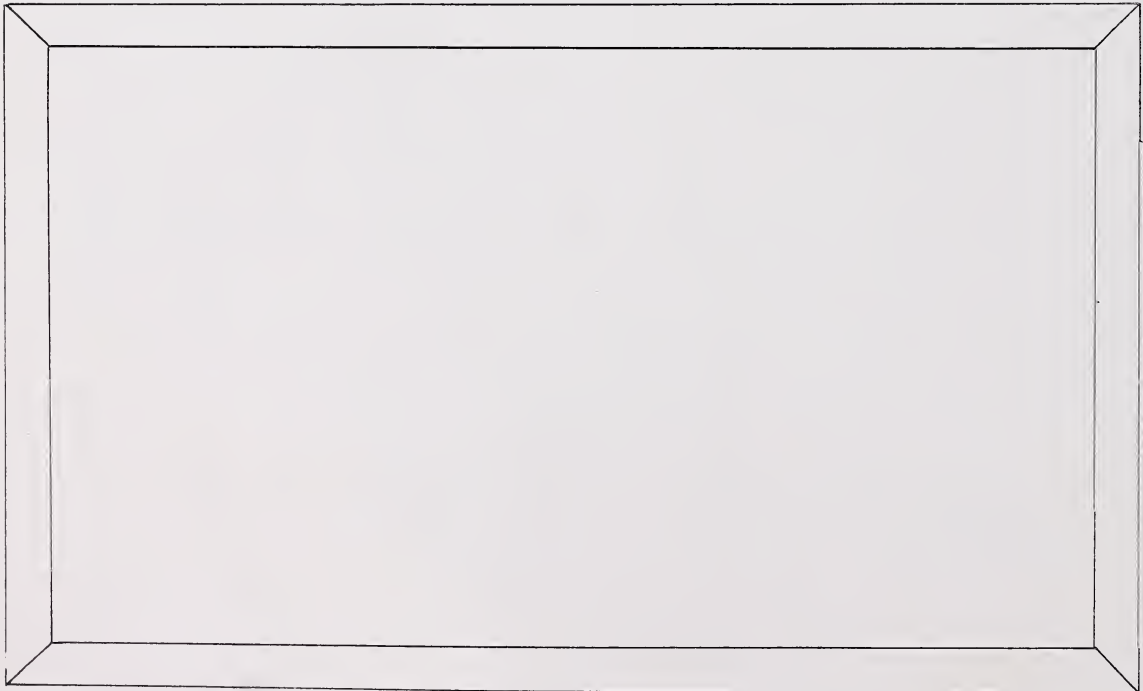
See the pretty snowflakes,
Falling from the sky.
On the walk and housetop
Soft and thick they lie.

On the window ledges
On the branches bare.
Now how fast they gather,
Filling all the air.

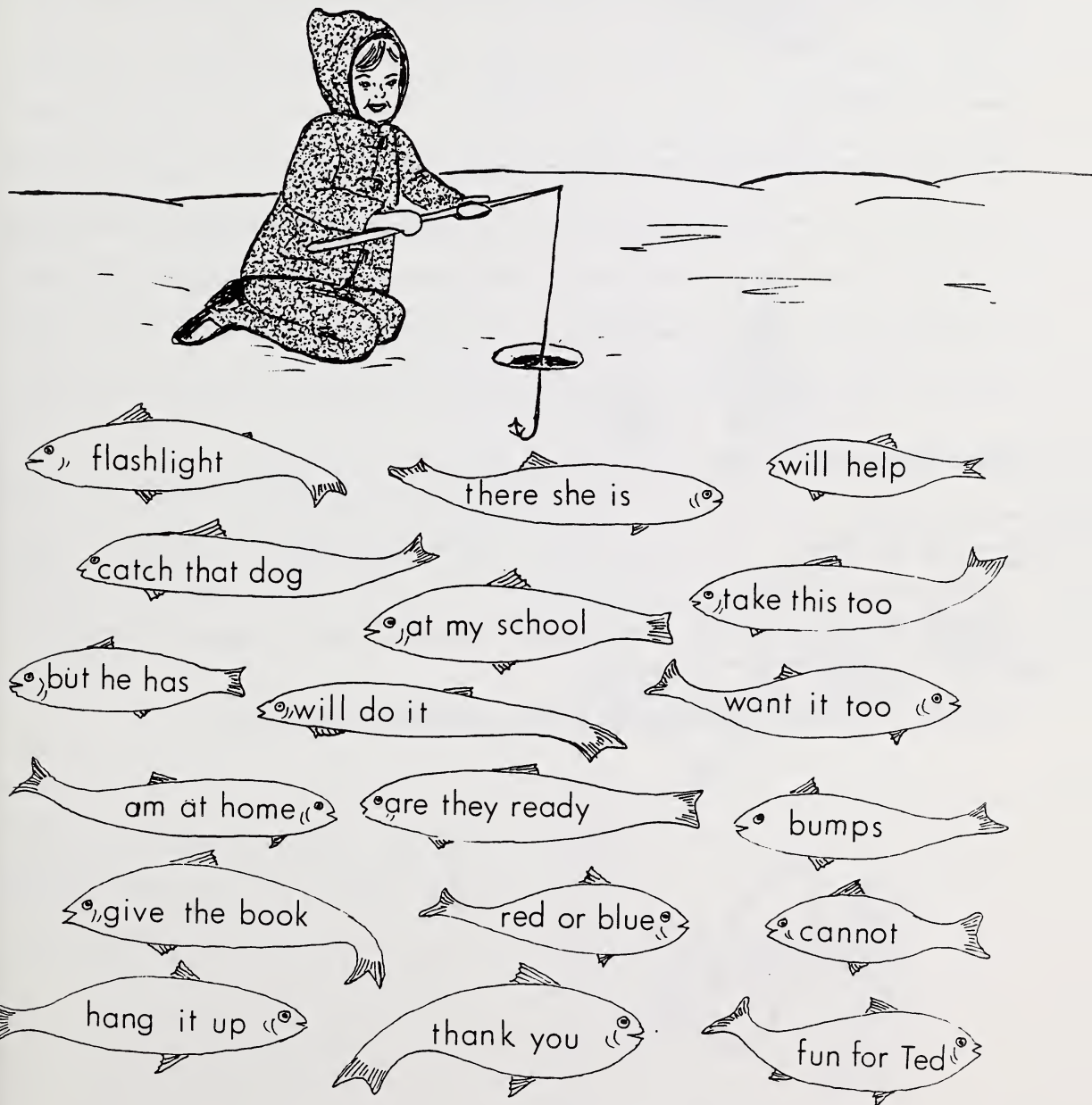
Look into the garden,
Where the grass was green;
Covered by the snowflakes,
Not a blade was seen.

Now the bare black bushes,
All look soft and white,
Every twig is laden -
What a pretty sight!

- Unknown



Can you catch all the fish in the pond? Pretend you have a net like John has. Catch the fish one at a time. If you can read the words, the fish is yours. Put your initial on it. If you can't read the words put an X on its tail. Count the fish that have your initial on them.



Rereading

Have the child read aloud the story Snow, Snow Go Away. Emphasize reading just the way the people in the story would speak.. When the child has finished reading the story aloud, have him act out Anne's part in the story. On the lines below tell me what the child did when he acted out Anne's part.

SEND FOR ME TO SEE

Reading Exercise

On page 30 have the child draw a line from the correct sentence to the picture it matches.

On page 31 number the pictures as they happened in the story.

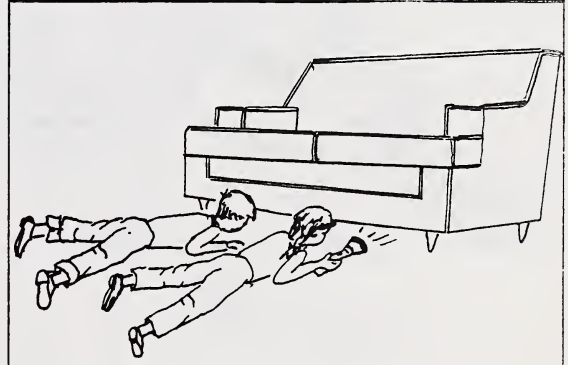
"I want to take the snow away. I want to skate."



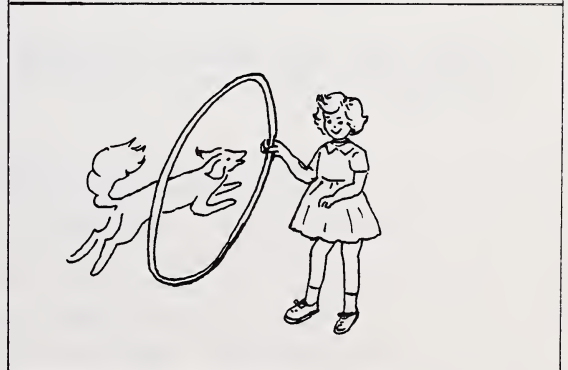
"Are you ready for a good ride? Hang on Janet and John. Look out for the bumps!"



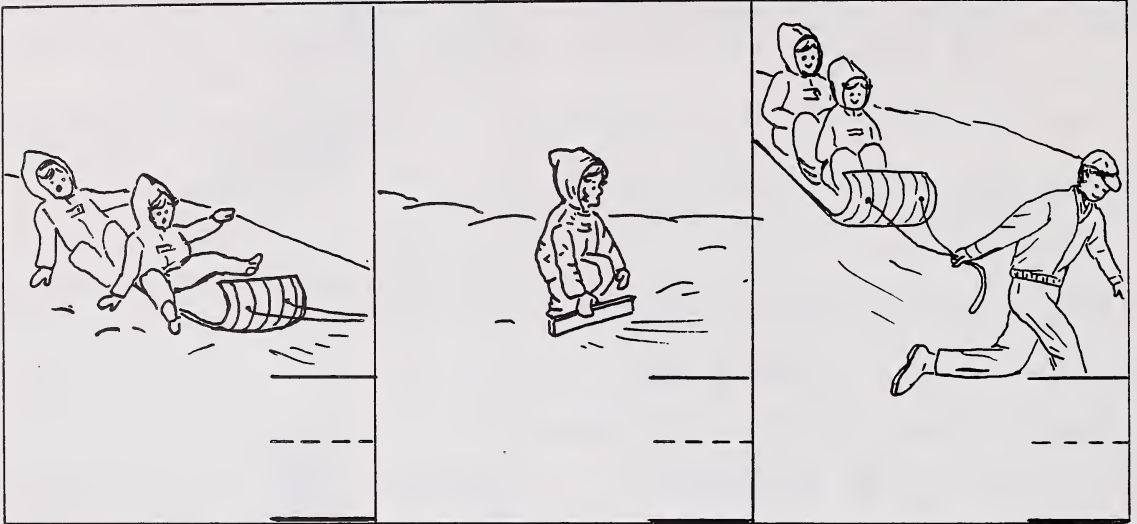
"Look at Lucky. Lucky can jump. See Lucky jump up."



"The flashlight will help me find the ball in here."



Number these pictures 1, 2, 3 as they happened in the story.



SEND FOR CORRECTION

Word Skills



Today we'll unlock some more words, just as we did yesterday. Don't forget that each word ends like a word you know. It also rhymes with that word. Can you say each one without help?

sun

sand

hook

tall

hop

rate

tan

run

hand

If the child has difficulty thinking of rhyming words, print these words above the given words. (fun and look ball stop skate can fun and

Come Along With Me Workbook, page 15

SEND FOR CORRECTION

Phonics



Match the Mitts.

Can you imagine? All the mice on House Hole Lane have lost their mitts! Marvin has been trying to match them up, but he has been having problems. Can you help him? Each pair of mitts has the first initial of the mouse's name on the mitts. On one mitt it is a capital letter. On the other mitt it is a small letter. Marvin has joined one pair of mitts with a string. Help Marvin by joining the other mitts with string.

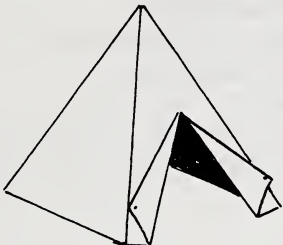
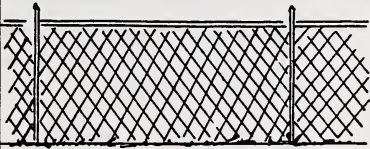










Now that you've matched all the mitts, would you like to call the mice to get their mitts? I'll say each one's name. On the lines below write down the letter that begins each name.

Listen carefully for that first sound.

The list of names to say are on page 36.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | |

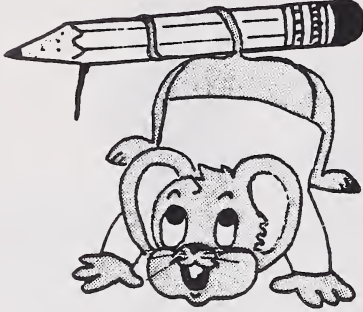
SEND FOR CORRECTION

 __ent	 __ence	 __ulip
 __op	 __an	 __ouse
 __onkey	 __ire	 __ox
 __eet	 __ilkman	 __able

Ask the child to say the name of each picture. Then tell the child to print the correct initial consonant to complete the word.

SEND FOR CORRECTION

PRINTING



Do you remember Marvin trying to match the mittens? Well, our printing exercise is about Marvin and those mittens! Show your teacher how well you can print.

Trace over the letters below.

Read the sentence with the child.

Have him print it again on the lines below.

M Marvin matches mittens.

LANGUAGE

Let's have fun with words! I am going to say a word.
You tell me a word or some words you think of when
you hear that word.

The first one is done for you. You may use it as an example for the child.
Print the child's answers.

kitten	-	<u>soft, furry, cuddly,</u>
snow	-	_____
elephant	-	_____
ice cream	-	_____
monkey	-	_____
honey	-	_____
car	-	_____
cotton	-	_____
rain	-	_____
cloud	-	_____
egg	-	_____
water	-	_____

SEND FOR CORRECTION

Names for mice

- | | |
|-----------|------------|
| 1. Bobber | 7. Nosey |
| 2. Zeke | 8. Gabber |
| 3. Lumpy | 9. Runner |
| 4. Dopey | 10. Wobbly |
| 5. Topper | 11. Jumpy |
| 6. Perky | |

FIFTH DAY

READING

Story: In the Snow, pages 26 - 29

Introduction

Do you like to play in the snow? Animals do too!
Can you think of some animals that you see in winter?
(deer, moose, coyote, rabbit, weasel) What animals
stay inside during the winter? (cow, horse, bird, bear,
dog, kitten) Where does a bear stay during the winter?
What does he do?

Rabbits and weasels are funny animals in winter. They
do a very different thing than most other animals. In
winter you put away your summer coat and put on a
heavy winter coat to keep you warm. Some rabbits and
weasels change their coats in winter from brown to
white. Their white coat is heavier to keep them warm.
It's easy for them to hide in winter because they are
white and so is the snow.

Draw a rabbit in summer.

Draw a rabbit in winter.

New Words

Make word cards for were, rabbits, them, stay, must.

Have the child read the following story. Drill the new words with a word game.



There were 4 rabbits in
the pen. Can you see them?
John said they must stay in
the pen. The rabbits did
not stay in the pen. Three
rabbits jumped out. One
rabbit did not jump out.
Can John catch the rabbits?



Guided Reading

Page 26

What are Janet and John doing in this picture? What is John doing? What will happen to Janet? Read the page to yourself. What does John say Janet looks like?

Page 27

What do Janet and John find? Who else is watching the rabbits? Read the first line to yourself. Why does Janet say "Sh-sh-sh" to John? Read the first part of the page to yourself. What are the rabbits doing? Read the rest of the page to yourself to find out how many rabbits Janet and John can see.

Page 28

What is Lucky doing in this picture? Read the first part to yourself. What does Janet tell John to do? Read aloud the line that tells why Janet wants John to hold on to Lucky. Read the last part of the page to yourself. What does Janet tell the rabbit to do?

Page 29

What has John done to Lucky? Read the first part of the page to yourself. What does John tell Lucky to do? Read the rest of the page to yourself. Is Lucky able to get the rabbits?

Reading Exercises

Read the sentences next to each picture. Underline the sentence that tells what you think will happen.



Anne will jump up and down.

Father will catch Lucky.

Mother will help Janet.



Anne will have a ride.

Janet will play ball.

Lucky will have a ride.



John will stay here.

John will play ball.

John will go fishing.



Hi, friend! It's me - Marvin - back to see you again. And ... hee, hee, haw, haw ... I've played a joke on you! Your teacher had some sentences all ready for you to read and I mixed them up. Unscramble them and print them correctly on the lines.

1. the rabbits You cannot catch

2. Hang up coat your

3. big snowball see the Can you

4. the rabbit John must catch

5. Father Janet a ride will give

SEND FOR CORRECTION

Word Skills

Say the words it and sit. Have the child tell how these words are alike. (They rhyme. They end the same.) Have the child look at the two words below and underline the parts that are alike. Have the child think of other words ending in it. Print the words on the lines as the child says them. Ask him to read the list of words. Tell him to underline it in each word. Follow the same procedure with log and dog.

it

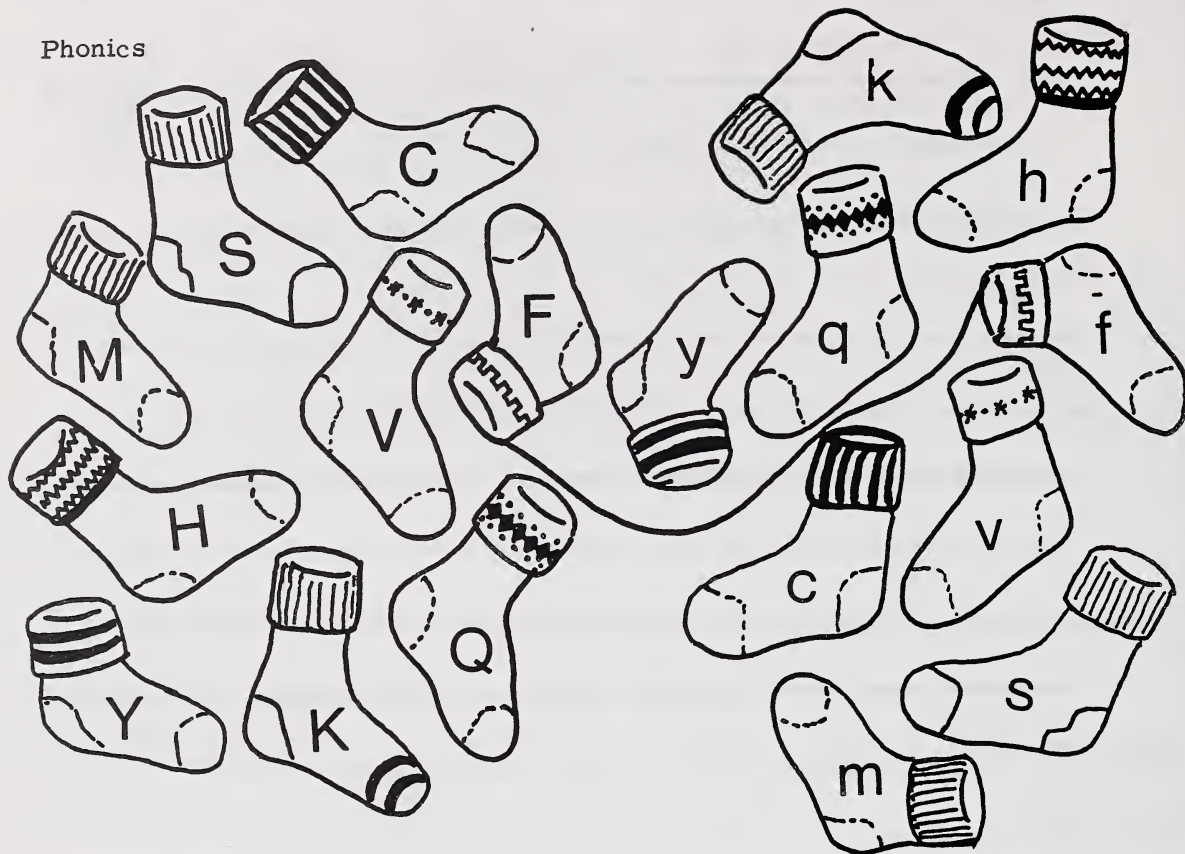
sit

dog

log

Make sentences with the new words you have made.

Phonics



Marvin and his friends have lost their socks this time. What a mix-up! Help Marvin. Join the socks that match by finding the capital letters and small letters that match.

Give a word that begins with the sound made by each of these letters.

s _____

h _____

c _____

m _____

v _____

q _____

f _____

y _____

k _____



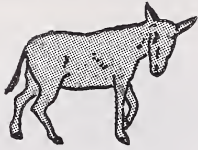
PRINTING

Use this page to practice the same sentence you printed yesterday. Be sure to do your very best printing. I'll send it to your teacher to see.

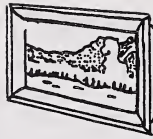
Trace over the letters. Print the sentences again.

Marvin matches mittens.

SEND FOR CORRECTION



___onkey



___icture



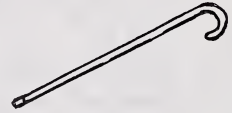
___awn



___acket



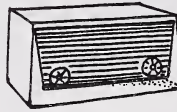
___amp



___ane



___and



___adio



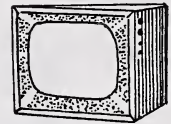
___oap



___ork



___onkey



___elevision



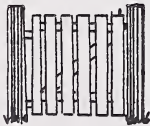
___ing



___iolin



___est



___ate



___alloon



___agon

Ask the child to give the word name for each picture. Then have the child complete each word by printing the correct initial consonant.

SEND FOR CORRECTION

LANGUAGE

Yesterday we thought about words to describe things. Today let's use some more words to tell us about things that are soft, hard, big, little. I will read a phrase, then you can finish it and draw a picture to match it. The first phrase is done. You just have to draw the picture.

as soft as
snow

as hard as

as big as

as little as

as high as

as low as

as rough as

as smooth as

as sweet as

as sour as

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 2, 3, 5, 13, 14, 19, 27, 29, 30, 31, 39, 40

Word Skills

page 6

Language

pages 10, 36, 45, 46

Workbook

Come Along With Me

pages 23, 13, 12, 16, 15

Phonics

pages 7, 24, 33, 34, 42, 44

Printing

pages 8, 9, 18, 43

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number: _____

Lesson Number: _____

Date Lesson Submitted: _____

Grading Scale:

- VG - Very Good
- G - Good
- NA - Needs Attention
- U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and lesson.*

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received: _____

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: In the Snow, pages 26 - 29

Introduction

There is a word missing from this poem. Listen carefully and see if you can help me fill in that word.

The _____ fell softly all the night.
It made a blanket soft and white.
It covered houses, flowers and ground,
But did not make a single sound.

-Alice Wilkins

*Taken from Time for Poetry, published by
W.J. Gage, Box 55, Scarborough, Ontario.*

It's snow of course! Have you ever thought about snow?
It never talks! The wind may howl and the rain patter,
but snow is always silent! Have you ever seen rabbits
hopping over the soft snow? Did you hear them? Why
not? You did not hear the rabbits because the snow is
soft like a carpet. Pretend you are a rabbit the next
time you are out in the snow. Can any one hear you?

Word Drill

Present the following group of sentences to the child. Have him follow directions that you give about the sentences.

The rabbits must stay here.
Can you see them?
They were there.
Are you ready to catch a rabbit?

Give the following directions.

1. Put an X on the word that means more than one rabbit.
2. Draw a circle around the word that means just one rabbit.
3. Draw 2 lines under the phrase must stay.
4. Circle the word there.
5. Print the numeral 2 over the word ready.
6. Draw a box around the word them.

Rereading

This story lends itself to practicing reading with expression. Give the child the following help for each page.

Page 26: giggling

Page 27: whispering

Page 28 and Page 29: excitement and scolding

Reading Exercises

Read and match the following words.

They	this
This	them
That	there
There	they
Them	that

Do page 19 of Come Along With Me Workbook.

SEND FOR CORRECTION

Word Skills

The words below have their endings, but no beginning consonant. Use one of the given letters to make these endings into words. Read the words you have made. Use them in sentences.

b

h

j

f

d

l

p

s

____it

____og

____it

____og

____it

____og

____it

____og

____it

____og

____it

____og

Word Skills

Choose the correct word to complete each sentence.
Underline it. Print it on the line.

1. Is John _____? took

take

tall

2. Janet _____ Anne to town
school. tall

took

3. _____ likes to go tan
fishing. Ted

tall









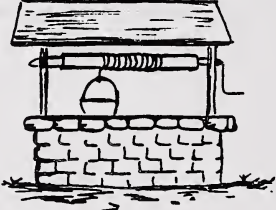

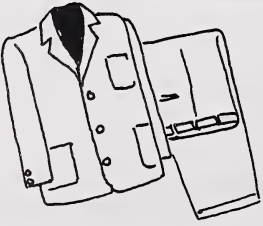

4. _____ the dog home, Take
please. Ted

tin

5. Father went to _____ town
in the car. tall

tide

Phonics

 __eedle	 __ieve	 __arage
 __anger	 __ose	 __ase
 __airy	 __ellow	 __ell
 __orn	 __uit	 __ountain

Say the word name for each picture.

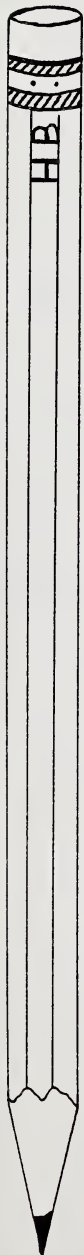
Print the initial consonant to complete each word.

SEND FOR CORRECTION

PRINTING

Let's practice some of the words that you have learned to read. Make each letter carefully. Be sure all the tall letters have nice straight backs.

Trace over these. Finish the rows.



them them

them them

they they

they they

x x

LANGUAGE

Let's Look Back at S and 'S

When we want a word to mean more than one, what do we add to it? That's right. We add s. Look at the phrases below. Some mean one. Some mean more than one. There are two columns. One is for phrases meaning one. The other is for phrases meaning more than one. Print each phrase in the correct column. An example is done for you.

~~some dogs~~

the school
two rabbits
my dog
some books

~~a cat~~

little snowballs
a flashlight
one ball
some stars

Onea cat

_____More Than Onesome dogs

When we want to show that a person or animal owns something we add 's to that person's or animal's name. Look at the examples below. Read them to me.

Anne's hat (the hat that belongs to Anne)

Lucky's bed (the bed owned by Lucky)

Add 's to the following phrases to show who owns each thing. Read your phrases aloud when you have finished.

John school Father fish

Anne skate Janet book

Lucky hat Mother flashlight

SEND FOR CORRECTION

SECOND DAY

READING

Story: The Story Book, pages 30 - 33

Introduction



Every night, before bedtime, Nancy reads a story to her little sister Jane. Jane's favorite story is Cinderella. Nancy has read it to her many times.

Do you like having a story read to you?
What is your favorite story?

In your reader today Father has given Janet, John and Anne a book to read. I wonder what it will be about. Can you guess?

New Words

Word Cards: torn, bother, story, came, after, our, read

To introduce the new words today, give the clues below about the words that you are looking for. As the child says the word give him the word card. Have him look at the word and use it in a sentence.

1. When you have ripped your shirt while out playing you say that it is _____ . This word begins with t. (torn)
2. It is something to read at bedtime. (story)
3. When you can tell what words are on a page you say you can _____ . It begins with r. (read)
4. Anne wanted to watch television. Her mom said she must have her supper first. She told Anne she could watch television _____ . (after)
5. Jill likes to play dolls. One day when she was playing with her dolls. her dog kept running away with her dolls' clothes. Jill wished her dog would not _____ her then. It begins with b. (bother)

6. One day Mary's grandmother came to visit her. She said to Mary, "I _____ to see you." It begins with c. (came)
7. Bob and Ted built a clubhouse. When Ellen and Faye wanted to come in the boys said, "No. This is _____ secret clubhouse." It rhymes with flour. (our)

Guided Reading

Page 30

What does Father have in his hand? Can you read the name of the story? Read the page to yourself. Where do you think Father was? How do the children feel about Father bringing home a book? Read aloud the lines that tell how the children feel.

Page 31

Why do you think Anne is up on the couch? John tells something about the story in the first two lines. Read to yourself and find out what John says. Read the next five lines to yourself. They will tell you what the story is about. What is little rabbit doing? What does Mother Rabbit do? Read the last three lines to yourself. What happened to Anne? Why do you think it happened?

Page 32

Look at the picture. What is John holding in his hand? Read the first four lines to yourself. What has Anne done to the story book? Read the last four lines to yourself. What does Janet say about what Anne has done? What do you think Mother will say about what has happened?

Page 33

Look at the picture. How do you think Anne feels? Read the whole page to yourself to find out what Mother is saying to Anne. What does Mother say Anne must not do? Whom does Mother tell Anne to find? What can Anne do with Buttons and Lucky? Do you think the pets will like that? What kind of a story can Anne read to them?

Have the child retell the story to you in his own words. Print what he says on the lines below.

If the child has not retold the story giving the main ideas in proper sequence, go over it with him and reconstruct the story in its proper sequence. Print the corrections here.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Here is a picture of John the day he went fishing.
Read the story about John's fishing trip. Complete
each sentence with a word from the bottom of the
page. Color the picture.



John went to the lake. He was going to

_____.

There was a _____ in the water.

John did _____ two fish.

He had fun _____.

Then he went _____.

home boat catch fish fishing

SEND FOR CORRECTION

Word Skills

ed ing

Listen to the following words. If a word ends in ed put ed on the line. If a word ends in ing put ing on the line. (The list of words is on page 15.)

1. _____

2. _____

3. _____

4. _____

5. _____
6. _____

7. _____

8. _____

9. _____

10. _____

SEND FOR CORRECTION

Phonics

One day Betty and Sue were talking. Let's listen to what they said.



First Betty called some words and Sue wrote down the letter that each word began with. Betty checked them. Sue had every one correct. Now it's Sue's turn to call words for Betty. I will call the words that Sue called for Betty. See how many you can get correct. Print only the letter that the word begins with.

Words to be called are on page 15.

1. _____

2. _____

3. _____

4. _____
5. _____

6. _____

7. _____

8. _____
9. _____

10. _____

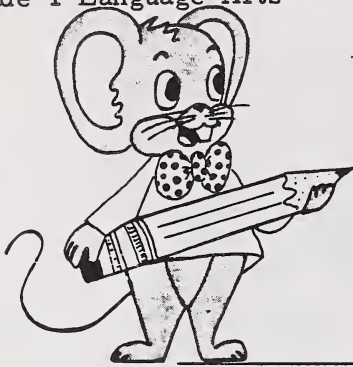
11. _____

12. _____
13. _____

14. _____

15. _____

16. _____



PRINTING

On the lines below, print the words
you practiced yesterday. At the
bottom of the page, print your own
name.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

LANGUAGE

S	OR	'S
---	----	----

In each of the sentences below, either s or 's is missing. Read each sentence. Decide which is missing. Print it on the line. Two examples are done for you.

Here is Lucky 's house.

Here are two balls s..

I see some boat s.

Anne like s to play house.

Janet makes some snowball s.

Here is Mother s flashlight.

Where is John s boat?

Two dog s came to school.

Anne s book is here.

SEND FOR CORRECTION

List of words for Word Skills on page 13.

- | | |
|-------------|-------------|
| 1. bothered | 6. played |
| 2. stayed | 7. jumping |
| 3. thanked | 8. wanted |
| 4. hanging | 9. singing |
| 5. catching | 10. washing |

Words to be called for Phonics on page 13.

- | | |
|-----------|------------|
| 1. zebra | 9. jam |
| 2. candy | 10. ladder |
| 3. banana | 11. goat |
| 4. yellow | 12. pencil |
| 5. moon | 13. number |
| 6. tip | 14. dear |
| 7. sock | 15. find |
| 8. kite | 16. half |



THIRD DAY

READING

Story: The Story Book, pages 30 - 33

Introduction

This morning I want you to tell me one of the stories you like to hear. Be sure to say it just as the people in the story would talk. I'll sit back now and listen to your story.

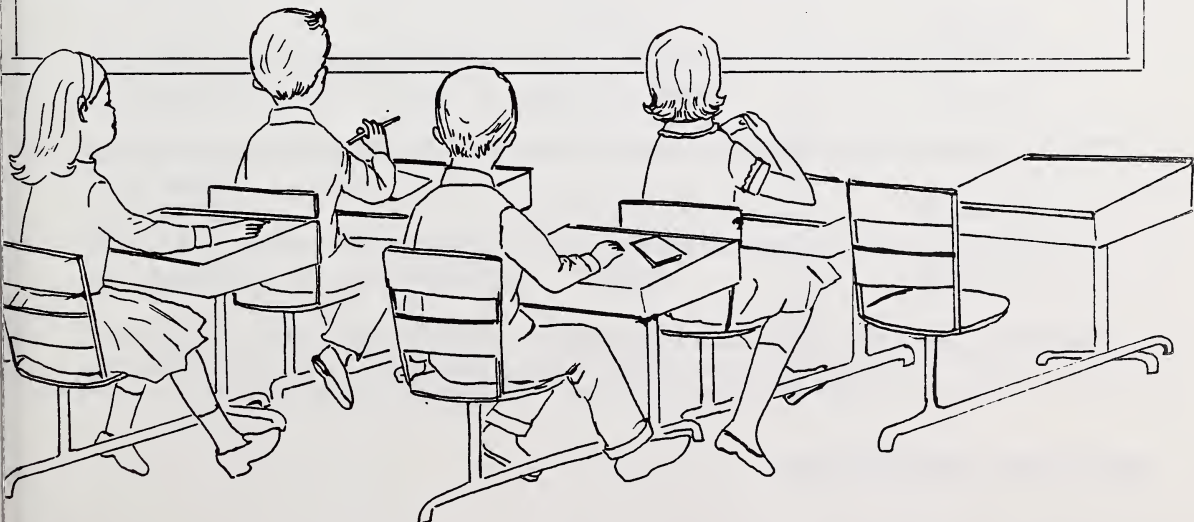
Word Drill

The boys and girls in Miss Day's class are practicing the words they know. Would you like to sit with them? Draw yourself in the empty desk.

Do you know all of these words? Put a check mark next to each one you know. I hope every word gets a check mark!

Reading

read	came	stay	were	catch	thank
our	story	them	hang	ready	but
after	must	rabbits	there	that	am
dog					



Rereading

As you reread the story for the child have him act out the part of one character in the story.

Reading Exercises

Come Along With Me Workbook, page 22

SEND FOR CORRECTION

Have the child pronounce the three words in each box. Have him underline the two words that are the same.

they they them	the this this	my am my
that this that	there there they	will were were
them them that	story stay stay	take take make
thank thank that	give get give	catch came came

SEND FOR CORRECTION

Word Skills

Making New Words

l

r

b

t

f

Have the child follow your directions for making new words. Use the letters l, r, b, t or f, at the top of the page. Use look as an example.

look

_ook

Ask the child to read the word. Take away l and add one of these letters to make a word meaning something you can read. (book) Be sure the child understands the procedure before continuing.

1. make 2. red 3. sat 4. can

_ake

_ed

_at

_an

5. jump 6. hang 7. dog 8. run

_ump

_ang

_og

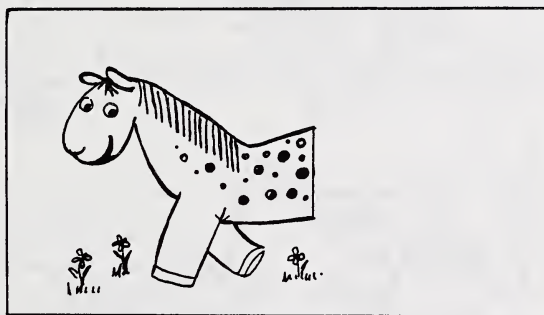
_un

1. Take away m and add a letter which makes a word to tell what your mom does when she makes a cake. (bake)
2. Take away r and add a letter which makes a word to tell where you go at night. (bed)
3. Take away s and add a letter which makes a word to tell something you use when you play baseball. (bat)
4. Take away c and add a letter to make a word which tells you something you can use to cool you when you are too hot. (fan)



5. Take away j and add a letter to make a word which tells you something that Anne and John felt when Father took them for a ride on a sled.
(bump)
6. Take away h and add a letter which will tell you what the phone did when there was a call for your mom. (rang)
7. Take away d and add a letter which makes a word to tell something you can burn in your fireplace. (log)
8. Take away r and add a letter to make a word which tells that you had a good time. (fun)

Phonics



What's wrong with this horse? That's right, the end of the horse is missing. Finish the horse by adding the missing part. Then color your horse.

Sometimes you'll find words in which the end is missing. When that happens you have to add the missing letter. But...before you can add that missing letter you have to listen to find out what the last letter is.

Listen to the following words. Can you tell what letter makes the sound at the end of each of these words?

When saying the words, put particular emphasis on the final d for the child to hear. Have the child repeat each word as you say it.

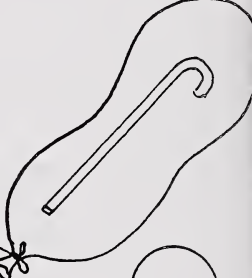
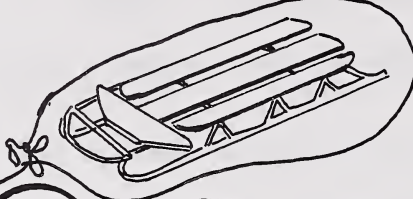
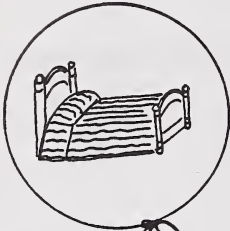
red	diamond	cold
fed	led	old
cod	rod	fold

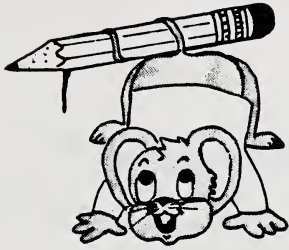
Each of these words ends with the sound made by the letter d, doesn't it? Now you can listen for d at the beginning of words and d at the end of words.

On this page you will find a group of pictures. Some of them end with the sound made by letter d, some do not. Color all the pictures that end with the sound made by letter d.

Can you find d ?

d





PRINTING

Practice printing the sentence below.
Do you remember all the good printing rules? Just to be sure, go back to Lesson 3, page 12.

Trace over these. Finish the rows.

The dog rides on

the sled.

The

LANGUAGE

S

'S

Today you'll need your reader to find words that end in s or 's. What do words often tell us when they end in s? (They mean more than one.) What do words usually tell us when they end in 's? (They show that something belongs to someone.)

Turn to page 16 in Come Along With Me. Find a word to which s or 's has been added. Read the sentence. Tell why s or 's has been added.

Follow the same procedure for the pages listed below. The words the child should find are given in brackets.

page 16 (balls)
page 20 (Anne's)
page 25 (bumps)
page 29 (rabbits)
page 31 (books)

Come Along With Me Workbook, page 1

SEND FOR CORRECTION

FOURTH DAY

READING

Story: Thank You, Lucky, pages 34 - 37

Introduction

Do you think it would be fun to be magic? What would you do if you were magic? Do you know that you can be magic in a special way? It doesn't mean you can turn yourself into a frog. You won't be able to fly. But you will find that people will do lots of things with you and for you. Do you know why? It is the power of two magic words. These magic words are please and thank you. It doesn't take long to say these words but they are important. They show that you have good manners, so don't forget to use them!

Can you think of some times when you should say please and thank you? Tell me about them. Read the title of today's story.

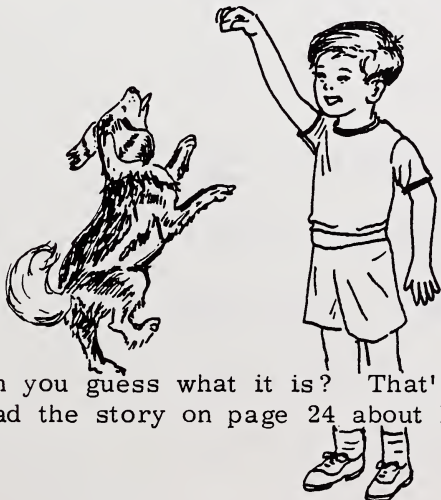
Thank You, Lucky

You see, you even say thank you to a dog!

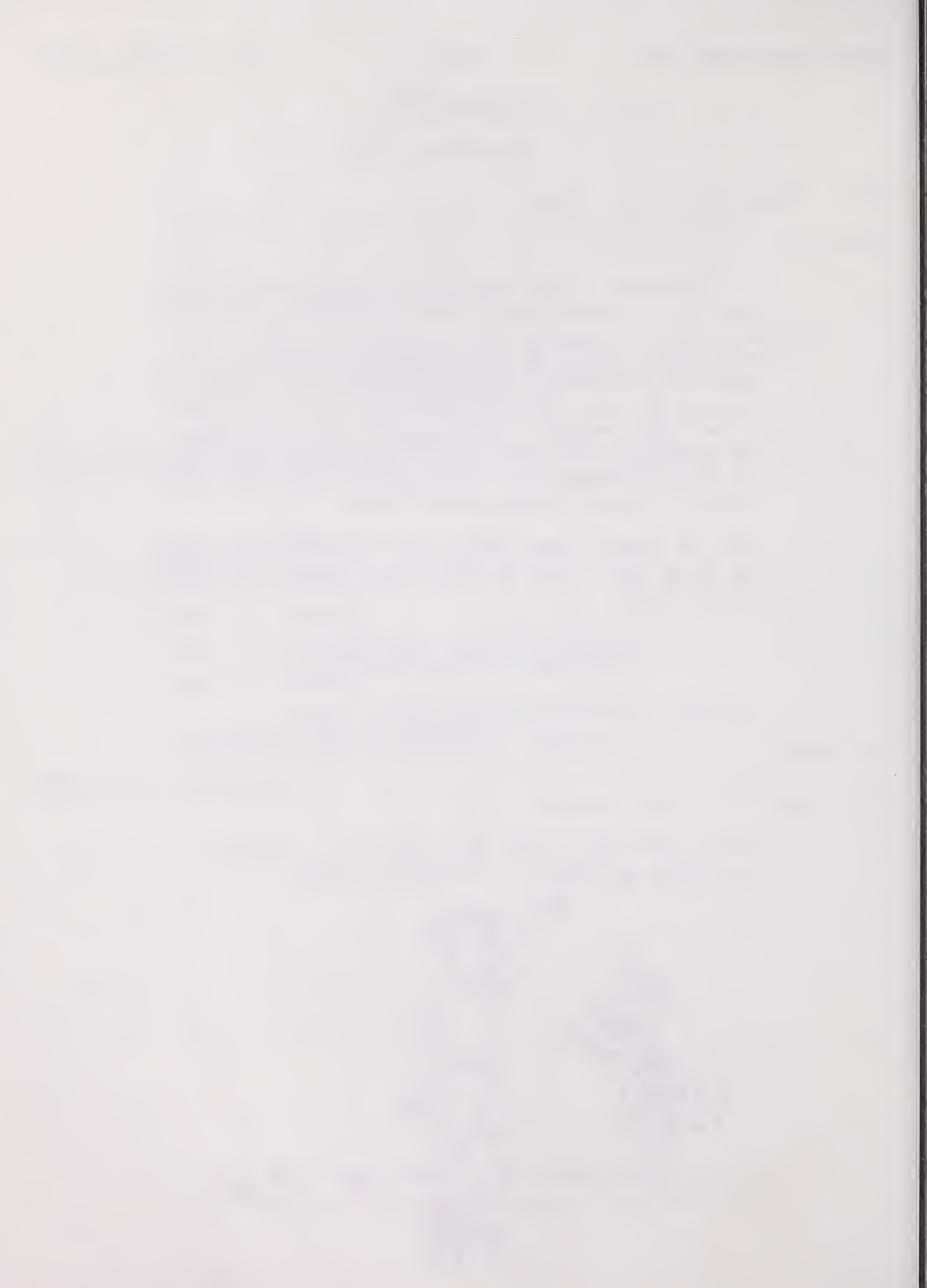
New Words

Word cards: sit, get, sugar, let

When Lucky does a trick John gives him a reward.
It is sweet and white. It comes in a cube.



Can you guess what it is? That's right. It's sugar!
Read the story on page 24 about Lucky and his tricks.



See Lucky sit down.

Lucky is a good dog.

Lucky can jump.

Let Lucky jump up.

Lucky jumps up to get the sugar.

Lucky can get the sugar.

Lucky will sit down with the sugar.

He likes it.

The child should be able to derive the word sugar from the introductory sentences and the picture. The words sit, get, let, he should be able to unlock through rhyming words and known word endings it and et.

Word Drill

Find each word below in a sentence. Join the word and the sentence. Underline the word in the sentence.

let Anne can catch the ball.

catch He has the boat.

sugar Let Lucky jump up.

get Take Lucky out to Father.

sit We will get some fish.

has See Buttons sit down.

take Lucky likes sugar.

Guided Reading

Have the child find the title of the story and the page number in the Table of Contents.

Page 34

What does Lucky have in his mouth?
Read the title of the story aloud.
Who is saying thank you to Lucky?
Lucky will get a reward.
What do you think his reward will be?
Read the page to yourself.
Who was the newspaper for?
Who gives Lucky his reward?

Page 35

Look at the picture.
What other tricks can Lucky do?
Who else wants to do a trick and get a reward?
Read the page to yourself.
What other things does John say Lucky can do?
Why does Buttons sit up too?

Page 36

Look closely at the picture.
Why do you think Buttons is being chased by Lucky?
Read the first two sentences to yourself.
Who got the sugar?
Read the next three lines to yourself.
What is John telling Buttons?
Do you think Buttons will do what he said?
Read the last part to yourself.
Where does Buttons go with the sugar?

Page 37

What does Lucky want to do?
Will he be able to get into the house?
Why not?
Read the first part of the page to yourself.
What does Janet tell Lucky?
Read the last part of the page to yourself.
What does John have for Lucky?

Reading Exercise

Join the capital letter to a word beginning with the same small letter. Then use each word in a sentence. The first sentence is done for you.

N	after
L	came
A	not
I	let
C	it

1. Ted is not with Anne
2. Can you _____ me into the house?
3. Anne came home _____ Janet.
4. Is _____ fun to play ball?
5. Father _____ with me to the lake.

J	dog
O	out
B	bumps
D	ride
R	jump

1. Lucky likes to _____ up.
2. The ride had some big _____.
3. My little _____ is brown and white.
4. Janet likes to _____ in the car.
5. Can we go _____ to play?

Y	give
T	please
P	yellow
W	want
G	torn

1. My new hat is _____.
2. _____ help me catch a fish.
3. Anne's new coat is _____.
4. I _____ to see a funny dance.
5. Can you _____ me some books?

S	hang
H	school
M	up
F	flashlight
U	must

1. Can you _____ up the coat?
2. I _____ go to bed now.
3. I liked to see Lucky jump _____.
4. Do you go to _____?
5. We will find it with the _____.

Word Skills

These beginning letters have lost their word endings.
Join them to their correct word endings. Read the words.

f

c

h

s

j

t

__at

__ide

__un

__all

__ump

__and

__an

__ay

__in

__ide

__ook

__at

__and

__ake

__un

__ake

__ay

__all

__ook

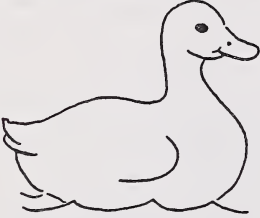


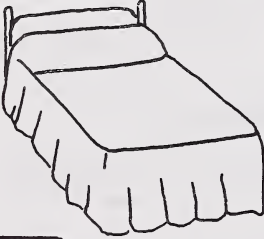



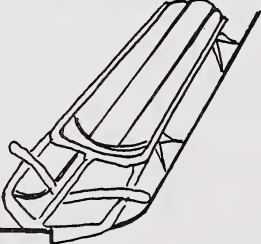

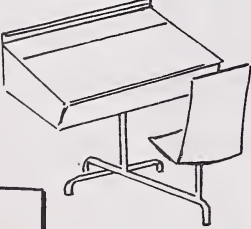
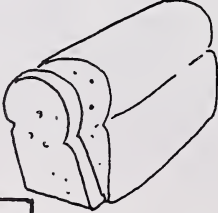
__an

SEND FOR CORRECTION

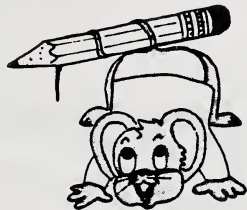
Phonics

Look at the pictures on page 29. Each picture stands for a word that has a d at the beginning or at the end of the word. Say each word to yourself. Is d at the beginning or at the end of the word? If d is at the beginning of the word, put the d in the first box under the picture. If d is at the end of the word, put d in the second box under the picture. To help you, the first two are done for you.

Where is d ?

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRINTING



Print the sentence that you practiced yesterday. Did you follow all the good printing rules? Did you leave good spaces between your words? Did you do your best work? Let me see how well you have done.

LANGUAGE

Compound Words

When your mom makes a cake she puts butter, flour, eggs and sugar together to make her cake. When your dad builds a cabinet or cupboard he puts the wood together with nails and screws to make his cabinet. Words can be put together too to make new words. When we put two small words together to make a new word we are building new words. We call these new words COMPOUND WORDS. Look at the two words below. When we put them together we make the word pancake.

pan + cake = pancake

Look at these words. Draw a line between each pair of words that can be joined together to make a new word. Print the new words on the lines. Marvin did the first one for you.

some	to	_____
can	out	_____
in	thing	_____
with	get	_____
for	not	_____
tree	house	_____

FIFTH DAY

READING

Story: Thank You, Lucky, pages 34 - 37

Introduction

Have the child retell the story Thank You, Lucky. Be particularly careful about sequence of events in the story. If the child doesn't know the sequence of the story, have him read it silently to himself and then retell it to you.

Word Drill

Ask the child to look at the words on the following page. Give the following clues to the child for finding the right word. Let him cross out each word after he has found it and said it for you.

1. a word that rhymes with fit (sit)
2. a word that tells what Lucky is (dog)
3. a word that rhymes with jumps (bumps)
4. what you should do if someone gives you something (thank)
5. something to read (book)
6. a place where you can learn (school)
7. It sounds the same as number 2. (too)
8. This is very sweet. (sugar)
9. If you have fallen down you might have done this to your pants. (torn)
10. another word for John (he)
11. a word that begins like rain (ready)
12. another word for John and Janet (they)
13. You do this with a birthday gift. (give)
14. a word that begins like apple (am)
15. This helps you to see in the dark. (flashlight)
16. This word rhymes with rake. (take)



17. If your rabbit ran away, this is what you would have to try to do to it. (catch)
18. a word that begins like farm (fun)
19. a word that begins like help (hang)
20. a word that rhymes with fly (my)

fun

flashlight

too

he

bumps

school

book

torn

my

take

sugar

give

sit

they

am

thank

dog

ready

catch

hang

Rereading

Let the student choose how he would like to reread the story today. He may choose to read it page by page, to take the part of one particular character, or to have you read it while he acts out the story.

Reading Exercises

Come Along With Me Workbook, page 25

SEND FOR CORRECTION

Number these sentences as they happened in the story.

_____ Buttons takes the sugar.

_____ Father said thank you to Lucky.

_____/____ Lucky has something for Father.

_____ Buttons runs into the little house.

_____ Lucky sits up for the sugar.

Word Skills

Each of the words below has lost its beginning letter.
Use these letters to make new words.

t

c

f

h

s

j

____up

____ate

____is

____ang

____ar

____own

____ed

____op

____it

____og

Read the words you have made.

SEND FOR CORRECTION

Word Skills

Choose the correct word to complete the sentence.
Print it on the line.

1. Father cannot see in the _____.

cog

jog

fog

2. Something good is in the _____.

jar

tar

far

3. Anne is little, but John is _____.

hall

tall

fall

4. Hang on to your _____.

fat

sat

hat

5. Mother _____ Lucky and Buttons
after John went to school.

fed

led

Ted

6. John _____ the ball. It went
far away.

fit

hit

sit

Phonics



Look at Marvin! He's thinking really hard. What's he thinking about? Well, he's listening to some words and is trying to decide what sound he hears at the end of each word. I'm sure he'll figure them out, because he's thinking about it so much.

See if you can think as well about the words that I am going to say. You will hear the same sound at the end of every word. What letter makes that sound?

sick

quick

quack

lick

pork

cork

pick

luck

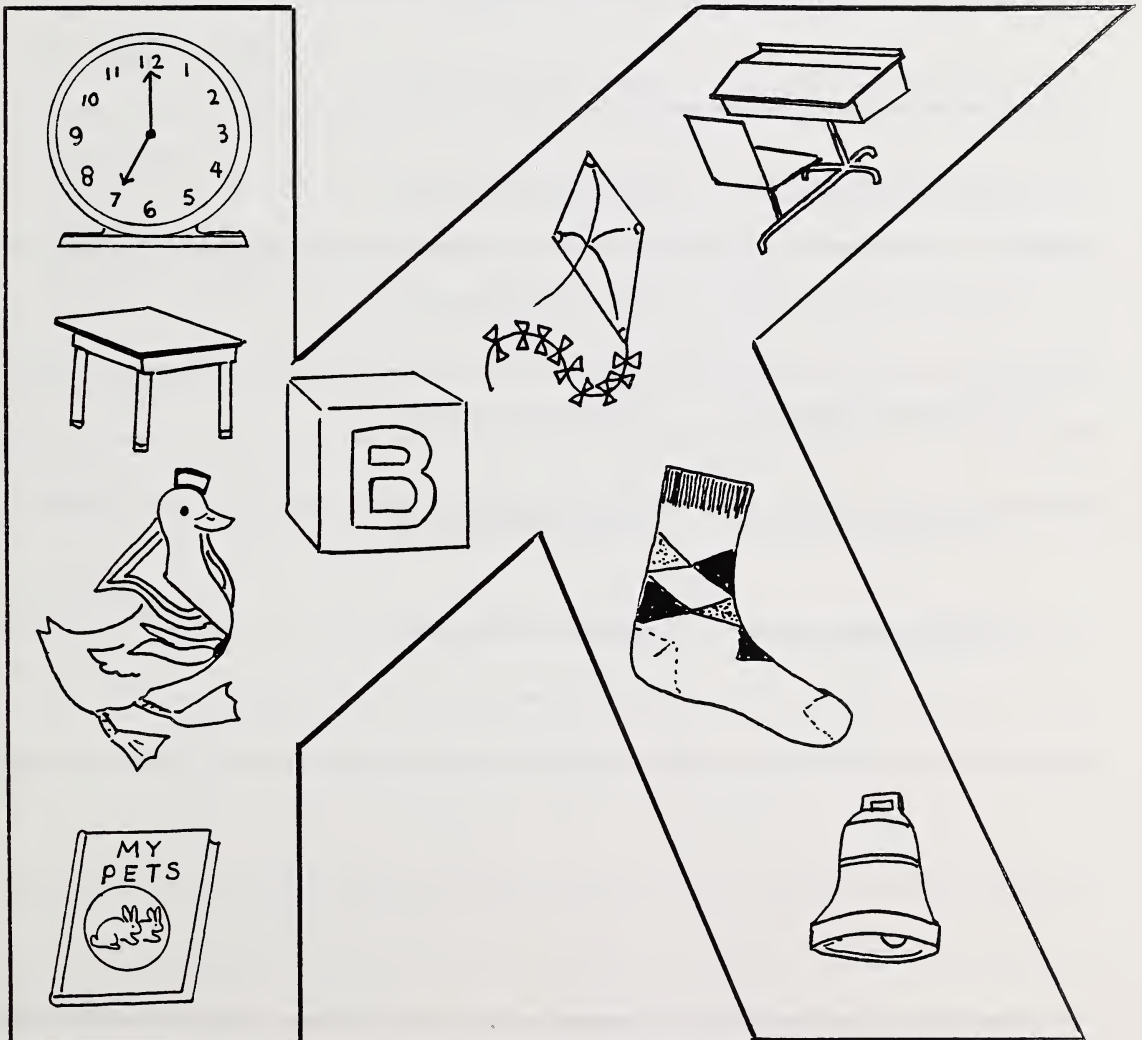
Have you found that all these words ended with the sound made by the letter k? If you have, you're right!

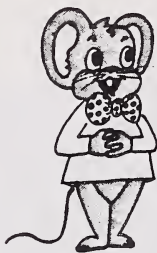
Color Marvin in bright colors.

Phonics

Can YOU find k ?

Color any picture
that ends with
the sound made
by letter k.





PRINTING

Print the sentence and words you have been practicing this week.

By now you should be able to do a super job! Print your name, too.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

LANGUAGE

Here are some compound words. Say each word.

Draw a line between the two little words in it.

Print one little word on each line. The first one is done for you.

some/thing

something

snowball

flashlight

cannot

starlight

forget

into

without

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 2, 11, 12, 17, 26, 27

Workbook

pages 19, 22, 1, 25

Word Skills

pages 4, 13, 28, 34, 35

Phonics

pages 5, 29, 37

Language

pages 7, 8, 15, 39

Printing

pages 14, 30, 38

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and lesson.

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: Maple Sugar, pages 38 - 40

The story, Maple Sugar will be part of the reading lesson tomorrow. Today's reading lesson will consist of background on how maple sugar is produced so that the child will have an understanding of what is taking place in the story.

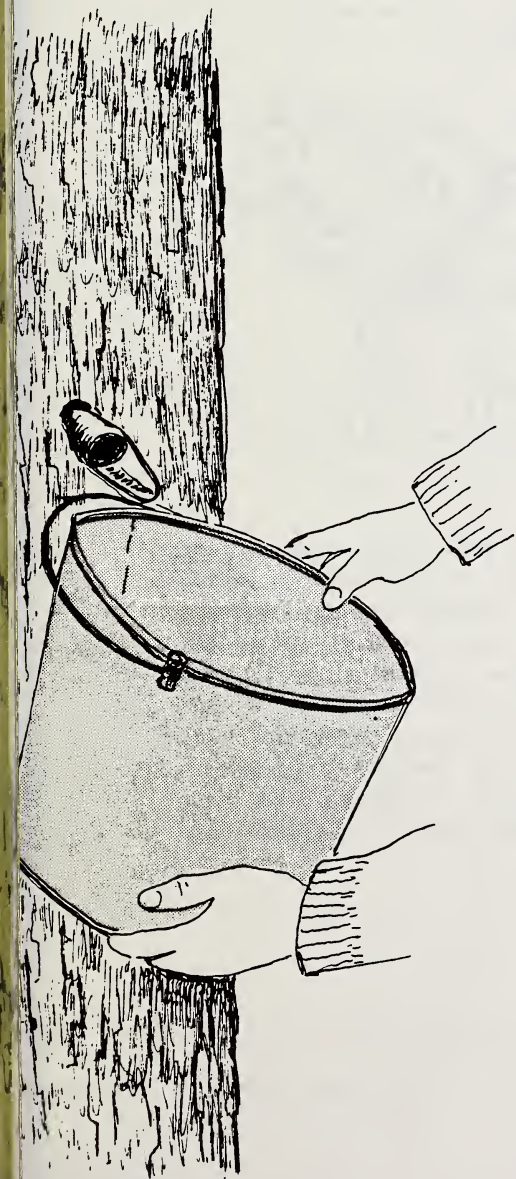
If possible, it would be a good idea to get some maple syrup or maple sugar, so that the child can actually see what has been produced. Ask the child to taste the maple sugar or maple syrup. Then ask him to tell you what it tastes like.

Maple sugar and maple syrup are made in Eastern Canada. Did you know that maple sugar is made from sap?

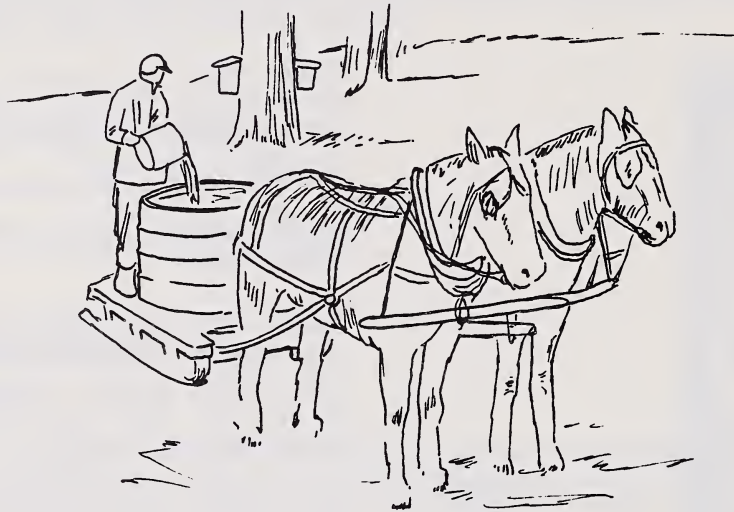
Listen while I tell you about maple sugar.

Maple sugar is made in the early spring when the snow is still on the ground. In the spring, the sap in the trees flows up to all the branches.

The maple sugar farmer goes out to his maple trees. He makes a cut (√) into the bark of the tree. Then he pushes an aluminum tube into the bottom of the cut. He hangs a bucket or pail just under the aluminum tube. The sap flows through the tube and into the bucket.



The buckets of sap from all the trees are collected. Then a horse-drawn sled takes the buckets to the sugar cabins. The sap is poured into big kettles. The kettles are placed on big heaters or stoves. As the sap is heated, it becomes sweet. The hotter the sap becomes, the sweeter it tastes. Just the right amount of heat is needed to make the maple sugar the right sweetness.



In places where a lot of sap is collected, sugaring-off parties are held. Many children and grown-ups visit the sugar camps. At the sugaring-off parties the maple sap is heated over open fires. Someone stirs the sap so that it does not burn. As the person stirs the sap, he keeps tasting it to check the sweetness. It is only by tasting the boiling sap that he knows when the syrup is ready. When the syrup is very sweet, it is ready. Then it is poured onto clean snow to harden into taffy. The children and grown-ups enjoy pulling the taffy and eating it.

Reading Exercises

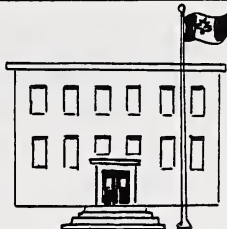
Draw pictures to tell the story about maple sugar.
Tell me about each picture when you are finished.
I will print your story under each picture for you.



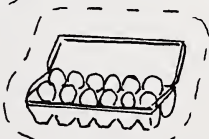
Look at the pictures below. Some things are found at home. Other things are found at school. Cut out each picture and glue it under the correct heading.



At Home



At School





Word Skills

s

ed

ing

Add **s**, **ed** or **ing** to the words below to make new words. Be careful when adding the letters. Make sure the letter you add makes a word.

read__

eat__

bump__

bother__

stay__

hang__

want__

thank__

Choose the correct word for each of the sentences below.

1. Janet is _____ up her hat.

hangs

hang

hanging

2. Mother _____ John for the fish.

thanked

thank

thanking

3. Anne _____ a new ball.

want

wanted

wanting

4. Father is _____ at home.

stay

stays

staying

5. Janet _____ a book to Anne.

read

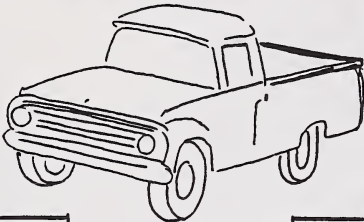
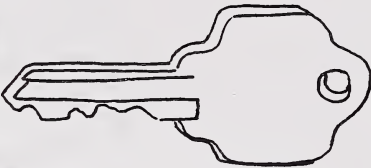
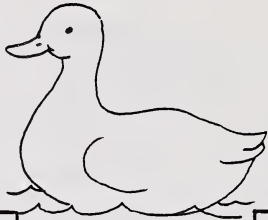
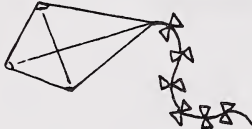
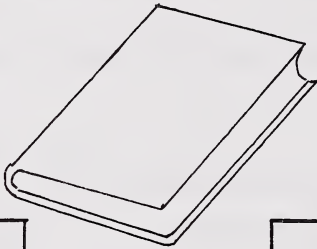
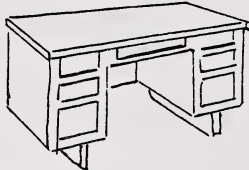






reads

reading

Phonics

Where is k ?

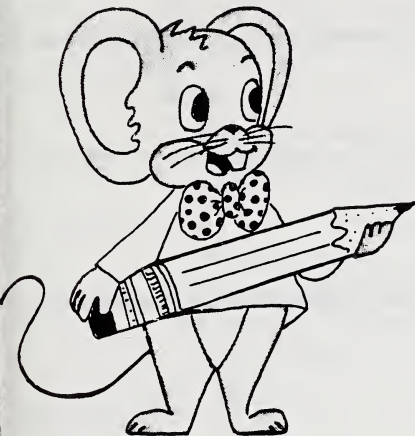
If you hear k at the beginning of the word, write k in the first box. If you hear k at the end of the word write k in the second box.

		
<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
		
<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
		
<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
		
<input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

SEND FOR CORRECTION

PRINTING

Marvin wants to have a little talk with you today. I wonder what he wants.



Hi! How are you today? How are you doing with your Grade One work? I think school is fun, don't you? I've learned so many new things. Today I've learned all about maple sugar and maple syrup.

Do you know all the letters of the alphabet? I do. Want to play a game with me? I've printed parts of the alphabet below. I've left out some letters. Can you fill in the missing letters? Help me by printing in the missing letters.

1. A, C, D, E

2. P, S, U

3. J, L, M, O

4. F, G, I, L

5. , c, e, g,

6. , x,

SEND FOR CORRECTION

LANGUAGE

Have the child print his own story telling what he has learned about the making of maple sugar. Help him with any words he has difficulty spelling. When he has corrected his errors have him reprint it to send in for correction.

SEND FOR CORRECTION - WHEN RETURNED PUT IT IN STORIES OF MY OWN BOOKLET.

SECOND DAY

READING

Story: Maple Sugar, pages 38 - 40

Introduction

Did you enjoy learning about maple sugar yesterday?
Wouldn't you like to taste some maple sugar right
now? I would!

What did you learn about maple sugar? Can you tell
me something about how it is made? How does it
taste? Do you think you would like to go to a sugar-
ing-off party? I think it would be fun!

New Words

Word Cards: maple, eat, got, from

One day Janet and Anne were looking at a picture
book. One picture was of a man taking sap from a
tree to make maple sugar. Can you read what Janet
told Anne about the picture?



"Look at the
trees in this book,
Anne.

They are maple
trees.

We get maple sugar
from maple trees.

See the man take
something from the
trees.

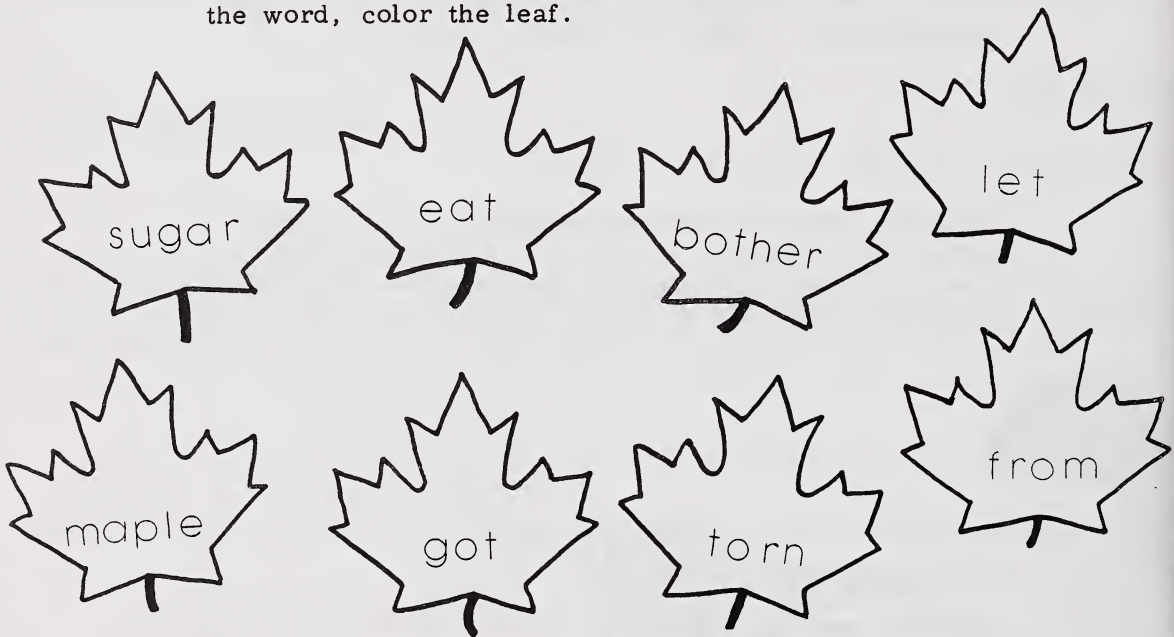
They make maple
sugar from it.

Maple sugar is good to eat.
You will like maple sugar."

"I like maple sugar," said Anne.
"Mother got some for me to eat."

Word Drill

Here are some leaves from the maple tree. Can you say the word on each leaf? If you can say the word, color the leaf.



Guided Reading

Have the student find the title and page in the Table of Contents. Have him locate the story in the book.

Before reading pages 38 and 39, discuss the picture. Have the child talk about

why sleighs are needed.
why they must cover the pails.
what happens to the sap when it is taken from the pails.
where the large barrels with the sap are taken.

Page 38

Read the first four lines to yourself.
What do you think Father has for Janet.
Read the rest of the page to yourself.
Were you right? Who else gets maple sugar?
Read aloud the line that tells us Janet did not
know what maple sugar was. Read aloud the
line that tells you what Father thinks about maple
sugar. Do you think Janet and John will like it?

Page 39

Read the first four lines to yourself.
Does Janet like maple sugar? Read the rest
of the page to yourself. Is Anne with Father,
Janet and John? Who is not with them?
Read aloud the line that tells you that.

Page 40

Who is giving Mother the maple sugar? Read the
page to yourself to find out who got the maple sugar
for her. Where does Anne say it comes from?
Does Anne like maple sugar? Read aloud the line
that tells you this. Does Mother like maple sugar?
Read aloud the line that tells you this.

Rereading

As the child rereads the story, copy down any words the child has difficulty
reading. Write them below. This will show which word attack skills have
not yet been mastered. His teacher will suggest ideas for extra help, if
necessary.

SEND FOR CORRECTION

Reading Exercises

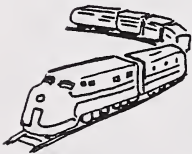
Look at the pictures below. Some are things for Janet, some are things for John.
If the picture shows something for Janet, print Janet beside the picture. If the picture shows something for John, print John beside the picture. If the picture shows something for both of them, print an X beside the picture.





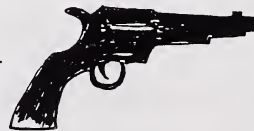
















Come Along With Me Workbook, page 29

SEND FOR CORRECTION

Word Skills

Look at the words. How are these words alike?

let

get

Think of some other words that end the same as
let and get.

After the child has volunteered some words, present the following list for
him to read.

let

get

pet

met

set

wet

bet

jet

net

yet

Present the word house. Have the child change the first letter to make the
name of an animal. Talk about how the words are alike.

house

___ouse

Print the correct word to complete each sentence.

1. Anne can play in the
_____ with Lucky.

sang

sand

sing

2. Janet wants to ride in
a _____.

jet

jar

jig

3. John is not too _____.

tin
town
tall

4. You cannot see in the
_____.

fit
fog
fun

5. I can make my _____.

bed
bang
bee

6. Can you make a _____?

come
cook
cake

7. John will _____ a ride
to school.

get
let
pet

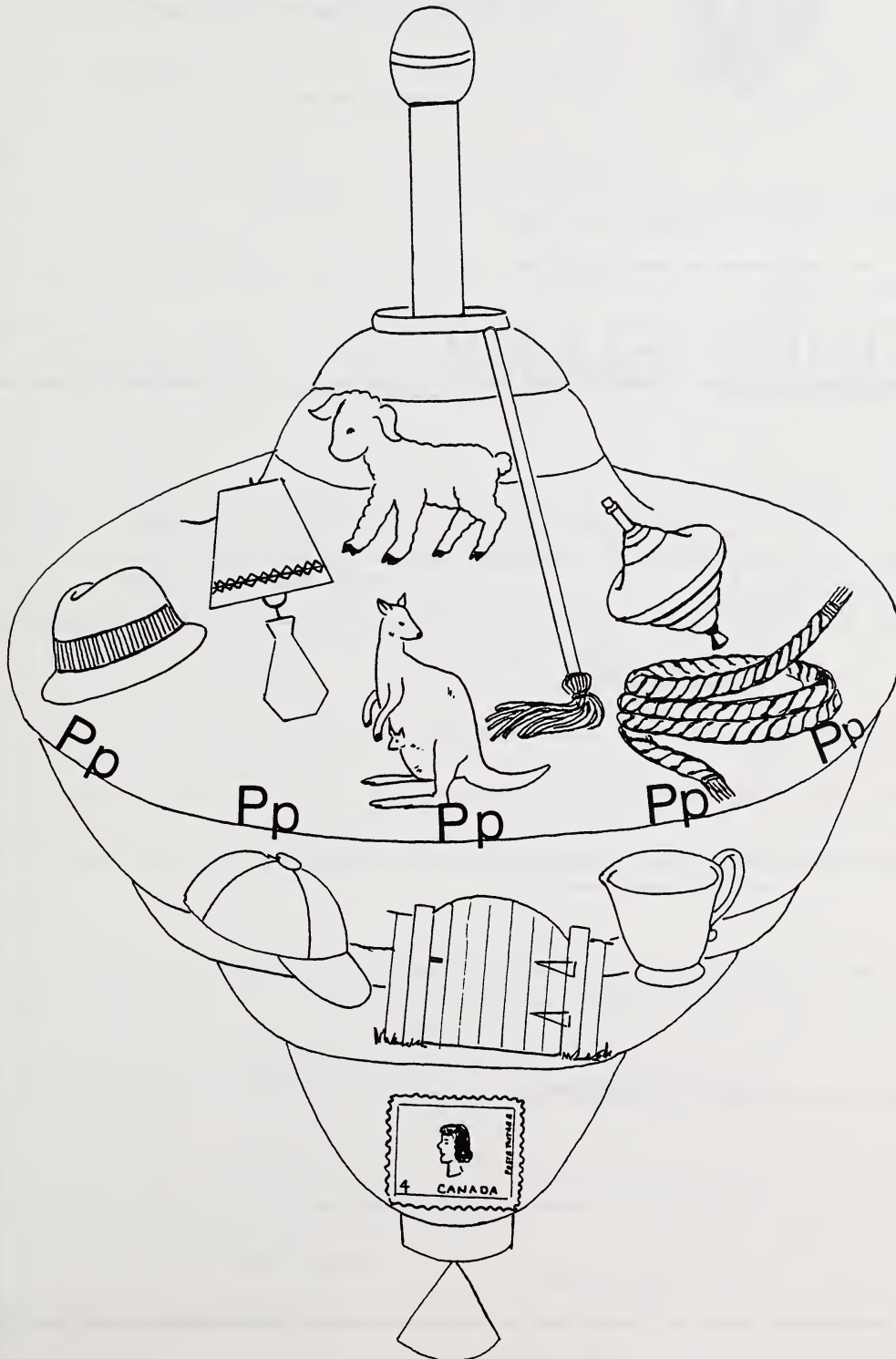
Phonics

Are you ready to do some listening? Tell me what sound you hear at the end of these words.

dip	pop
tip	up
sip	damp
hop	deep

Say each word after me. Listen for the sound of the letter p at the end of each word. Look at the spinning top on the next page. The word top ends with the sound of the letter p. Find all the other pictures that end with the sound of the letter p.

Color the pictures that end with the sound made by the letter p.



PRINTING



Marvin has found some maple sugar.
Read and print what he says about it.

Trace over these. Finish the rows.

Maple sugar is good

to eat.

LANGUAGE

Make each word mean more than one.

boat _____ dog _____

light _____ rabbit _____

star _____ tree _____

book _____ school _____

Add 's to each word. Say each new word.
Use each new word in a sentence, to show
what each one owns.

dog dog's

Lucky _____

Father _____

John _____

Janet _____

Anne _____

Mother _____

THIRD DAY

READING

Today we have a new word. It rhymes with dime and begins with t. Can you say this new word? Of course, it's time.

time

Look at the title of our new unit.

Play Time

What do you think the stories in this unit will be about?

Turn to page 42. Today we have a poem. It is called School is Over. It was written by a lady called Kate Greenaway. Listen while I read the poem.

Read the poem two or three times to the child. Following the readings discuss these questions.

How do the children feel? The picture is a clue to tell you their feelings. Why do Janet and John look so happy? What things does the poem tell us they are doing to show they are happy? (running and laughing)

Reread the poem several times to have the child discover the rhyming words in the poem. By this time the child should have a fair idea of the poem and perhaps want to say it himself.

Word Drill

These words are all the new words introduced since the child started reading the book Come Along With Me. Have the child read each word. Check any word the child has difficulty with or seems unsure of. Use word cards to drill the words the child had difficulty with.

fun	book	them	flashlight
too	torn	stay	bother

our	this	read	school
she	will	from	story
sit	must	time	after
get	came	do	thank
but	take	he	ready
dog	that	or	catch
are	want	it	there
has	they	my	rabbits
let	hang	am	
eat	give		
got	were		

Reading Exercises

Come Along With Me Workbook, page 30

SEND FOR CORRECTION

This test can be used twice. The first time have the child underline the word you call. The second time have the child circle the correct word. It is a good idea to have the child use two different crayons.

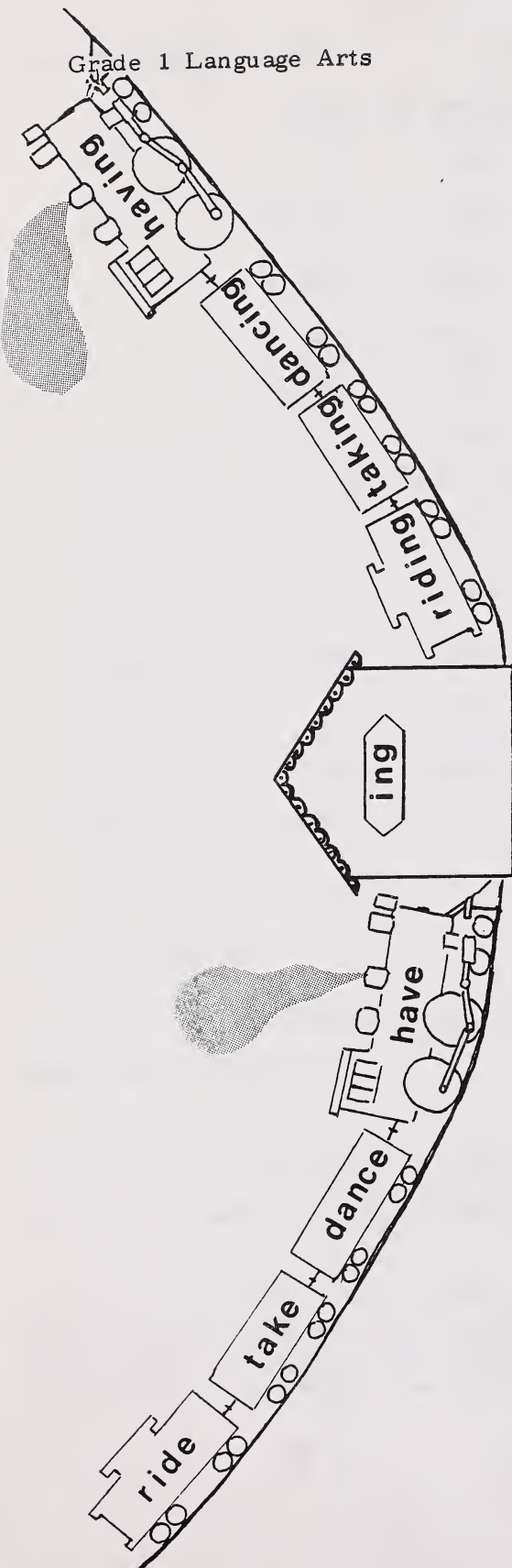
It may be necessary to go over the format for the vocabulary test. Explain to the child that one word will be called from each box of words. Mention that you will be calling words across the page. When calling the first line of words watch carefully to be sure the child understands what he is to do.

Underline the following words as I say each one.

Line 1:	time	for	eat	let
Line 2:	or	give	stay	them
Line 3:	there	hang	catch	has
Line 4:	have	that	after	my
Line 5:	school	too	will	came

Circle the following words as I say each one.

Line 1:	this	from	got	it
Line 2:	our	came	must	the
Line 3:	where	rabbits	take	she
Line 4:	has	eat	with	but
Line 5:	read	dog	were	stay



Choo! Choo! The Lollipop Land Express is arriving at the **ing** Station. Get ready to unload. Choo! Choo! The Lollipop Land Express is leaving **ing** Station.

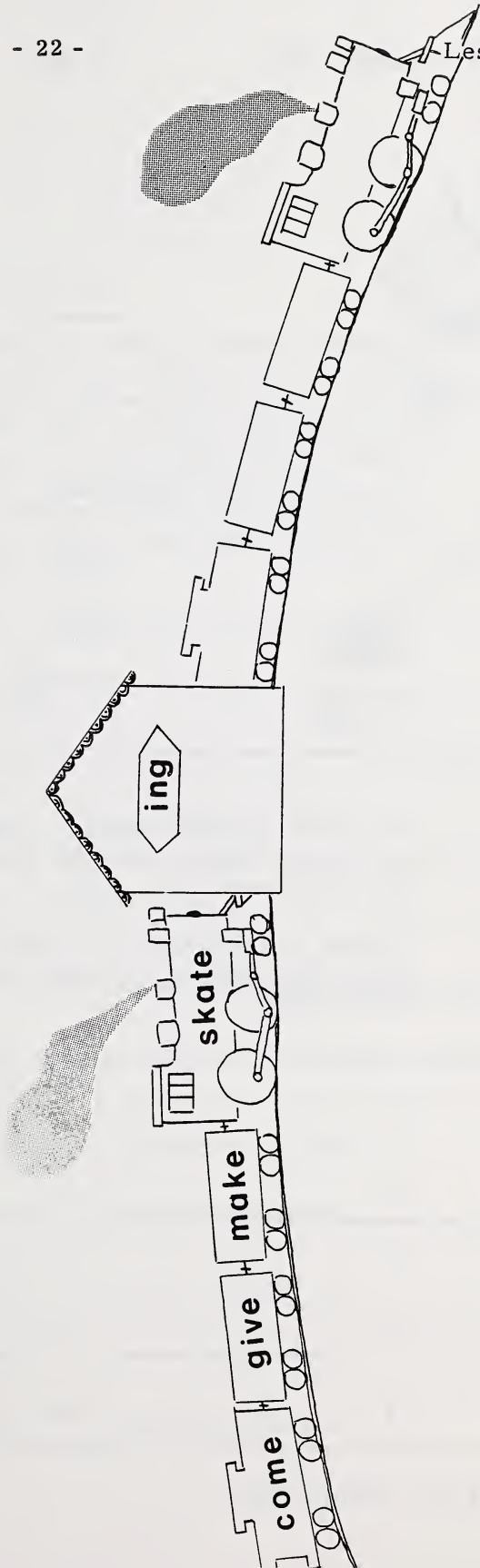
Look at the train arriving at the station. Look at it leaving the station. What has happened to it? It has picked up some new cargo, hasn't it? It has dropped off some other cargo. What did it drop off? (cargo of e) What did it pick up? (cargo of **ing**)

The Lollipop Land Express carries cargos of special words. When it stops at **ing** Station, it always picks up a cargo of **ing**, but first it always drops off cargo **e**.

Let's look at some words that the Lollipop Land Express carries. Read the words that are going into the station. Read the words that are coming out of the station. What has happened to them?

have	ride	give	skate
having	riding	giving	skating
make	dance	take	come
making	dancing	taking	coming

Do you see what happens to each of the special words above? It drops off **e** and picks up **ing**. Do you think you'll remember to drop off **e** when you have to add **ing**? Remember, too, you only drop off **e**, never any other letter. Why not be the train man now? These cargos have come to the station. Load the new cargos by adding **ing**.



Did you remember to take the **e** cargo off?

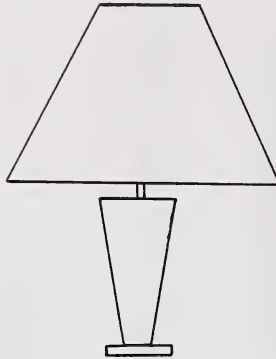
Phonics



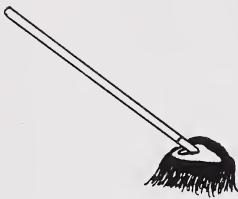
top



cap



lamp



mop



stamp

Say each of these words. Listen to the sound of p that you hear at the end of each of these words. Say each word once more.

Listen to each word as I say it. On the lines below print the letter of the sound you hear at the end of each word.

Words to be called can be found on page 24.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

1. ducku

2. dumpp

3. jumpp

4. forkk

5. fede
6. quicku

7. bookk

8. pumpp

9. ripp

10. saidd

PRINTING



Yesterday you practiced a sentence that told what Marvin had said after he tried some maple sugar. Can you print that sentence really well now? If you think you need more practice use a ruled sheet from the end of the lesson. Then show your teacher how well you can print it on the lines below.

LANGUAGE



How would you like to hear some riddles?
Today I have a few for you to guess.
Listen carefully.
Tell me the answer to each riddle.
I will print it on the line.

I am yellow.

I shine in the daytime.

In summer I can
make you hot.

I am _____.

I like bananas.

I live in a zoo.

I am brown.

I like to swing by my tail.

I am _____.

I am in a circus.

I wear funny clothes.

I do funny things.

I am _____.

I do my work in winter.

I help clear snow off the street.

I am usually yellow and much
taller than a car.

I am _____.

I have a nose, eyes and mouth
but I cannot see, taste or smell.

I am orange.

I am seen mostly on Halloween.

I am _____.

SEND FOR CORRECTION

The teacher has tried to fool you with some of her riddles. Do you think that you can fool the teacher with some of your riddles? Think about some riddles you would like to ask your teacher. Tell them to me. I will print them for you. Let's see how many your teacher will know!

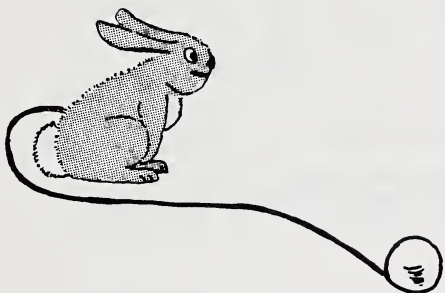


FOURTH DAY

READING

Story: The Toy Rabbit, pages 43 - 46

Introduction



Isn't it fun to get a new toy?
Have you received any new
toys lately? You probably got
some at Christmas time.

Anne and Janet have a new
toy too. It's a funny toy.
It can hop like a bunny. I
think you would like it. In
just a little while we'll read
a story about it.

New Words

Word Cards: real, toy, new, doesn't, hurt, saw, afraid,
laughed

Tell the following story to introduce the new words. Stop before each underlined word and see if the child can supply the missing word. Present the word card for it.

John has a new dog. It is a make-believe dog, not
a real dog. It is a good toy, but it doesn't make
noise. John's dog cannot bark.

Anne does not like the big dog. She is afraid of it.
She thinks it might jump at her and hurt her.

Janet saw the dog.

She thought it was funny.

Janet laughed at it.

Guided Reading

Page 43

Is the rabbit in the picture real? What makes
him jump? Read the first two lines for yourself.
Is it an old toy? Read the next four lines to
yourself. What can the toy rabbit do? What

does it jump like? Read the last two lines to yourself. What does Anne want to do?

Page 44

How do you think Lucky feels about the toy rabbit? Read the page to yourself. What does Janet tell Lucky about the rabbit?

Page 45

Do you think Buttons likes the toy rabbit? Read the first part of the page to yourself. Does Buttons like the toy rabbit? Read the rest of the page to yourself. Does Lucky change his mind about the toy rabbit? Why isn't Lucky afraid of the toy rabbit any more?

Page 46

Read the first part of the page to yourself. What is Lucky making the rabbit do? Read the next part to yourself. Why doesn't Buttons like the toy rabbit now? Read the rest of the page to yourself. What did Janet and Anne do? Why is Buttons afraid of the rabbit?

Rereading

Emphasize the importance of reading groups of words, reading clearly and reading the way the character would have spoken.

Have the child read the parts from each page that answer the following questions.

Page 43

Read the part that tells what the new toy is. Read the part that tells what Anne wants to make the new toy do.

Page 44

Read the part that tells how Lucky feels about the toy rabbit. Read the part that tells that the rabbit is not real.

Page 45

Read the part that tells how Buttons feels about the toy rabbit. Read the part that tells what Lucky wanted to do when he saw Buttons having fun.

Page 46

Read the part that tells what Lucky is making the rabbit do. Read the part that tells why Buttons doesn't like the rabbit. Why is Buttons afraid of the rabbit?

Reading Exercises

Join the correct phrase to the beginning of each sentence.

She has torn the new toy rabbit.

Lucky must stay the new coat.

Buttons doesn't at home
like

Father laughed a little brown dog.

Jane came home at the new toy.

They came to see after school.

Match the picture with the correct sentence.



John is playing with Lucky.

John likes to read a book.

Buttons is jumping up.



Janet helps Mother.

Janet is at school.

Mother is here.



Mother is playing.

Father is at home.

Mother is working.



The toys are taking a ride.

Buttons is here.

John is in the car.

Word Skills

Look at the words below. Find each root word.
Put a box around it.

thanked	going	play
laughing	fishing	helped
washed	looking	finding
jumped	jumping	seeing

Match the root word to the new word made by adding
ing.

dance	having	skate	taking
ride	dancing	take	coming
have	giving	make	skating
give	riding	come	making

SEND FOR CORRECTION

Phonics

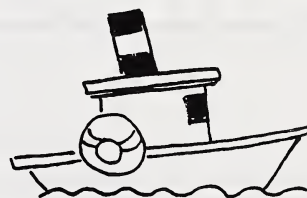
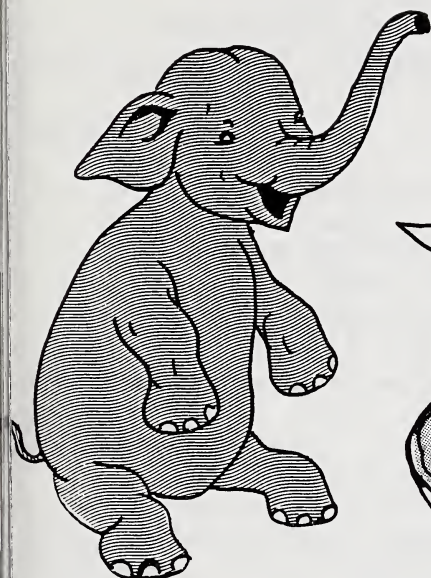
Choose the consonant that completes each word.
Print it on the line.

1. The boat is on the ____ and.
2. The new ____ ouse is big and white.
3. Mother made a ____ ake.
4. My new ____ og is brown.
5. I like to read a ____ ook.

Phonics

Elmer the Elephant has a message for you.

All these pictures end with the same sound as elephant. Say the names of the pictures. Can you tell me how each one ends?



Did you say t? If you did, Elmer says you're correct! All those words end in t just as elephant does. Now put on your thinking cap. If you were an elephant, just imagine the size of thinking cap you'd need! Think of some other words that end in t. I'll print them on the lines below.

_____	_____
_____	_____
_____	_____
_____	_____



PRINTING

Practice printing this sentence.
Remember all the good printing rules
that you must follow.

Trace over these. Finish the rows.

Elmer elephant eats

eggs and ants.

Four sets of empty handwriting lines for practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

FIFTH DAY

READING

Story: Anne Finds a Friend, pages 47 - 50

Introduction

Anne sometimes feels lonesome when Janet and John are at school. Can you think of anything that would make Anne feel better? I think she would not be so lonely if she had someone to play with. What does Anne need? (a friend)

New Words

Word Cards: friend, asleep, asked, your, went, street, Mary, hello.

Tell the following story to the child. Present word cards for each underlined word.

One day Anne could not play with Lucky and Buttons. They were having a rest. They were asleep. Anne went into the house. She asked her mother if she could take a walk down the street. Soon she met a little girl. Anne said, "What is your name?" The little girl answered, "Hello, my name is Mary." Anne had found a new friend.

Guided Reading

Have the child find yesterday's story in the Table of Contents. Then have him find today's story, the page and its place in the book.

Page 47

Look at Anne. How does she look? Why do you think she is sad? What is Buttons doing? Read the page to yourself to find out why Anne looks so sad.

Page 48

Read the first four lines to yourself. Who came to see Anne? What did Anne want her mother to do? Read the next five lines. What ideas does Mother give to Anne? Read the rest of the page to yourself. What does Anne want to play with instead of her toys? Where are Anne's friends? What does Anne decide to do?

Page 49

Read the first three lines to yourself. Where did Anne go? Who did Anne meet? Read the rest of the page. What was the little girl's name? What did Anne ask Mary to do?

Page 50

Read the first sentence to yourself. What are Anne and Mary doing? Read the next sentence to yourself. Who came out? Read the rest of the page to yourself. What did Mother bring out to Anne and Mary? What did the girls say to Mother?

Reading Exercises

Print the correct name on each blank. You may use a name more than once.

Anne

Mary

Mother

"I have no one to play with," said _____

"You can play with your toys," said _____.

"May I go out and look for a new friend?" asked _____.

"I can come and play with you," said _____

"I have some maple sugar for you," said _____.

"Thank you, Mother," said _____.

LANGUAGE

Anne might not have found a new friend to play with.
Think of something else Anne might have found to play
with. Draw and color a picture of it in the space below.
Tell me about your picture. I will help you print the
story.

Print what the child says. Then ask him to recopy it under the picture he
has drawn on this page.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines on the page.

SEND FOR CORRECTION

Word Skills

Read each sentence. Find the word that ends in ed or ing. Draw a box around the root word. One is done for you.

John laughed after he saw Lucky.

Anne asked for some maple sugar.

Janet is reading a story to Anne.

Mother is hanging up a blue coat.

Buttons jumped up and down.

Father is fishing at the lake.

Look at the two words below. Can you tell me how they are alike? How are they different? Can you think of other words that end the same as these?

fish

wish

Making More Words

Today you are going to make more words. I am going to help you make the new words. Use these initial consonant sounds.

h s b t m f l

<u>S</u> et	__ang	__own
__it	__op	
__og	__ouse	

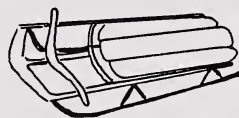
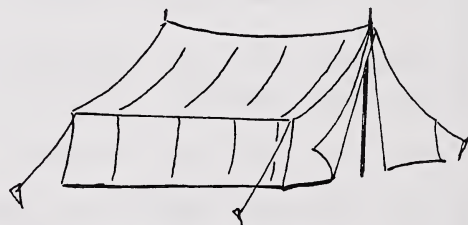
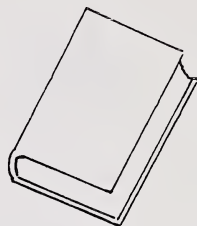
Look at the word endings. Get ready. Listen.
Here are the clues.

1. Make this word say something that you do to help get the table ready for supper. (set)
2. This is a word that tells what a bat will do to a baseball. (hit)
3. This is brown and can be used as fire wood. (log)
4. Make this word say something that Mother does to clothes to make them dry. (hang)
5. Make this word say the name of a toy that you can spin. (top)
6. This word tells where you live. (house)
7. If you live in the country, you go here to do your shopping. (town)

Phonics



Elmer Elephant wants you to look at some pictures. Say the names of each set of pictures. If they end with the same sound, color them. Print the letter they end with on the pictures. If they end differently, put an X on the pictures.





PRINTING

Choose one of the sentences you practiced this week. Show your teacher how well you can print it. Print your name too.

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading Exercises

pages 3, 11, 12, 29, 30, 36

Word Skills

pages 5, 31

Phonics

pages 6, 23, 40

Printing

pages 7, 8, 24, 41

Language

page 8, 17, 25, 26, 37, 38

Workbook

Come Along With Me

pages 29, 30

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for correct course and lesson.

For Student Use

(If label is missing or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

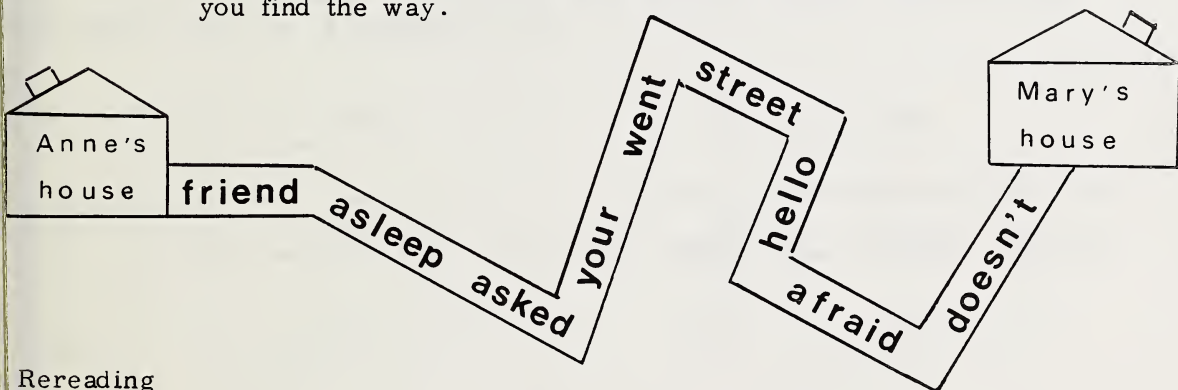
Story: Anne Finds a Friend, pages 47 - 50

Introduction

Anne was sad at the beginning of our story yesterday. Do you remember why she was sad? What made Anne happy again? Can you think of some time when you were sad? What made you happy again?

Word Drill

Anne has found a new friend. Her mother says she may visit Mary if she remembers the traffic rules. She must stay on the sidewalks and cross at the crosswalk where Policeman Brown is there to help her. Let's walk with Anne to Mary's house. Don't lose your way. If you can read every word you will get to Mary's house. If you cannot read all the words, go back to Anne's house and have her help you find the way.



Rereading

Have the child read the part that answers the question you ask.

Page 47

What did Anne want to play with?
Why couldn't Buttons play?

Page 48

What toys did Mother say Anne had to play with?
Where were Anne's friends?
What did Mother say Anne could do?

Page 49

Where did Anne walk?

What did Anne ask her new friend to do?

Page 50

What did Mary and Anne play with?

What did Mother have for Anne and Mary?

What did Anne and Mary say to Mother after
she gave them maple sugar?

Reading Exercises

Come Along With Me Workbook, page 36

SEND FOR CORRECTION

Draw pictures to match the sentences.

My new toy can jump.

Anne went up the street to see Mary.

Mother let me eat cake after school.

Janet will read a story to Anne.

SEND FOR CORRECTION

Word Skills



Do you think you would make a good detective? What do detectives do? They must be able to follow clues. See how good a detective you are. Listen to the clues that I give you. Use the clues to finish each word correctly. Use the letter j, r, c, or h to complete each word.

The clues are on page 4. Read each clue slowly, making sure the child understands what he is supposed to do.

j

1. __ake

6. __ide

r

2. __ay

7. __ing

c

3. __an

8. __ook

h

4. __ar

9. __ump

5. __at

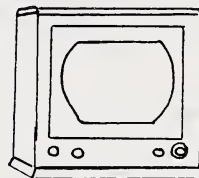
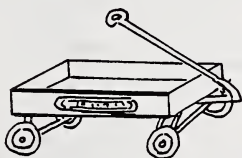
END FOR CORRECTION



1. Mother bakes it. It is good to eat.
2. A horse likes to eat this.
3. Soup comes in this.
4. This says beep-beep on the road.
5. This will keep your head warm in winter.
6. You can go for one of these on your bicycle.
7. You wear this on your finger.
8. Mother does this with your supper.
9. Can your dog do this?

Phonics

Say the sound made by the letter n. Doesn't it tickle your nose? When I say the letter n by itself it always tickles my nose. Look at the pictures below. Say the name of each picture aloud. Where do you hear the n sound? Does it tickle your nose at the beginning, in the middle, or at the end of a word?



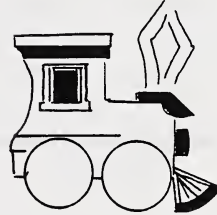
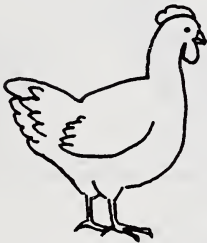
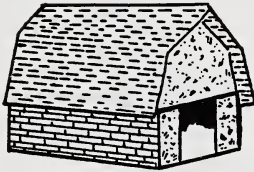
Where did you hear the n sound in these words?
Did it tickle your nose?

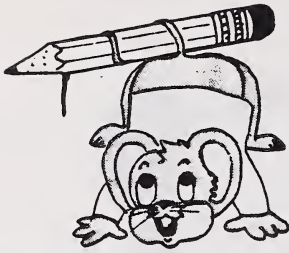
Look at the pictures on the next page.
If the n sound is at the beginning of the word, put
n before the picture.
If the sound n is at the end of the word, put n after
the picture.



Phonics

10









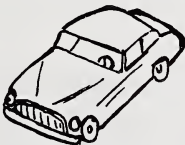

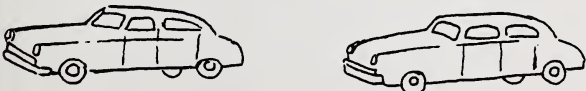
PRINTING

Choose your two favorite colors.
I will print their names on the
lines below. Show me how well
you can print these words.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for practice.

LANGUAGE

Match the word to the correct picture.

	toy
	toys
	dog
	dogs
	car
	cars
	rabbits

This exercise may be done orally with the child. Ask the child to circle the **'s** and then tell to whom the article belongs.

Anne's friend

Janet's book

Lucky's house

John's skates

Father's fish

my friend's toy

the dog's house

Mother's sugar

SECOND DAY

READING

Story: Skipping, pages 51 - 54

Introduction



What are Janet and John doing?
Yes, they're skipping. Do you like to skip?
How many times can you skip without stopping?
If you don't know, try it and see! Do you
like to skip by yourself, or with a friend?
Do you know any rhymes you can say as you
skip?

New Words

Word Cards: ran, be, rope, dicky-birds, pepper, skip, turn,
fast, Peter, Paul

Let's see if you can unlock these two new words.

man

me

can

he

ran

be

Janet and John were going to turn the rope for Mary
and Anne. They wondered how fast Mary and Anne
could skip. Read what Janet said to them.

John and I will turn the rope.

Can you skip pepper?

Can we turn the rope fast?

One rhyme that Anne and Mary know is about

two dicky-birds.

Their names are

Peter and Paul.

Guided Reading

Let's skip along with the children to find out some new rhymes. Find today's story and the page number in the Table of Contents.

Page 51

Look at the picture. Anne is turning the skipping rope by herself. How is she doing it? Read the first three lines to find out why the girls are skipping. Read the next four lines to yourself. Who owns the rope? Read the rest of the page to yourself. Did Mary want to skip?

Page 52

Read the first three sentences to yourself. What did Anne want to know? Why do you think Anne would want to know this? What would Anne have to do if Mary could not run in and out? Read the next two lines to yourself. Do you know what Peter and Paul means? Yes, it's a skipping verse. I will read the rhyme Peter and Paul for you. If you know it, you may join in. Read the rest of the page to yourself to find out who will skip next.

Page 53

Read the first half of the page to yourself. Who can turn the rope for Mary and Anne now? Read the last half of the page to yourself. Does Anne know how to run in and out? Who else wanted to skip? Who will turn the rope for Mary and Anne?

Page 54

Read the first sentence to yourself. What did Janet and John skip? Read the next four lines to yourself. How did Janet and Anne to turn the rope? I will read the new verse for you. Perhaps you can learn it, to

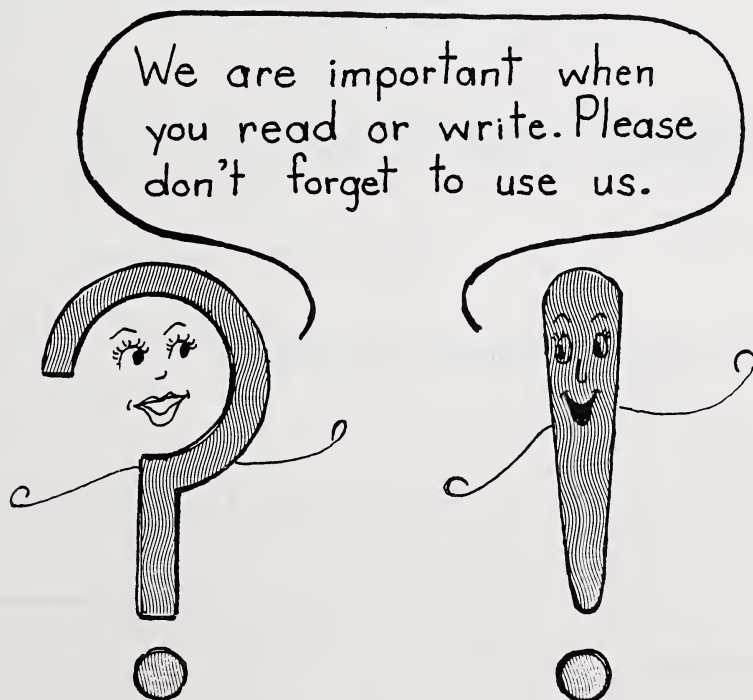
say when you are skipping by yourself. Read the last part of the page to yourself. How did Anne turn the rope? How did Janet and John skip? Was John able to skip pepper?

Rereading

Review with the student the use of punctuation and how it affects the way we read a story.

- " " - show that someone is speaking
- ,
- slight pause before continuing
- ? - asks a question - Make sure voice shows this.
- !
- shows surprise or excitement
- .
- STOP - Then continue reading.

In rereading this story, have the child read only the exact words of the speaker. Stress the use of punctuation. You should be the narrator and read all the non-speaker parts.



Reading Exercises

Come Along With Me Workbook, page 39

SEND FOR CORRECTION

Underline Yes if the sentence is true, and No if the sentence is false.

- | | |
|--|-----|
| 1. Anne said, "Pepper is too fast for me." | Yes |
| | No |
| 2. Mother has maple sugar for Lucky and Buttons. | No |
| | Yes |
| 3. The toy rabbit can jump. | Yes |
| | No |
| 4. Anne finds a new friend named Peter. | Yes |
| | No |
| 5. Anne's new friend is Mary. | No |
| | Yes |

SEND FOR CORRECTION

Word Skills



Can you unlock these new words using words that you know? I think you can! Circle any word you cannot unlock. The endings are the same. Only the beginnings change. Your words will all rhyme.

red	ride	stay	sing	big
<u>wed</u>	<u>wide</u>	<u>way</u>	<u>wing</u>	<u>wig</u>
fish	call	in	cake	me
<u>wish</u>	<u>wall</u>	<u>win</u>	bake	he
			<u>wake</u>	bee
				<u>wee</u>
pet				
<u>wet</u>				

Did you notice how each new word began? Each one began with the letter w. I hope you were able to read each new word.



Circle the correct answer.

1. Will Mother _____
a cake?

bake wake

2. The street is very
_____.

ride wide

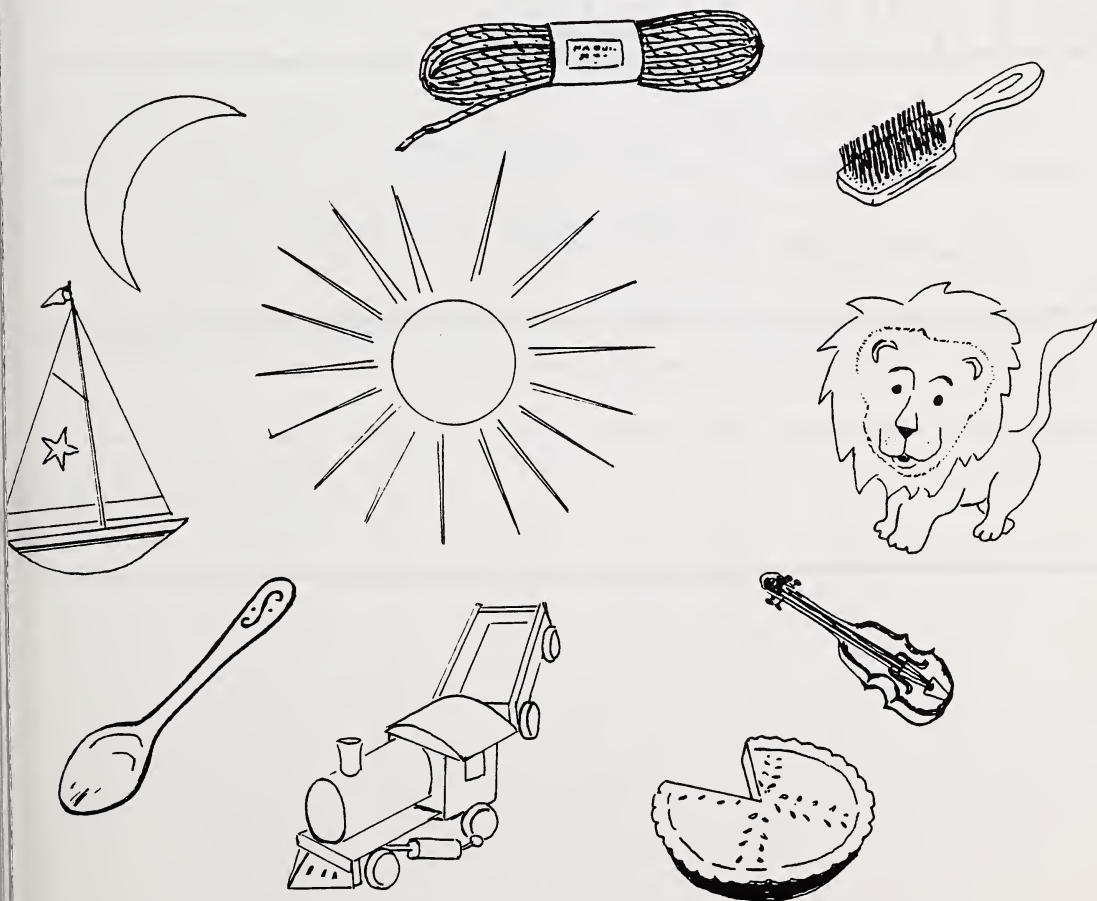
3. Is this the _____ stay way
to your house?
4. The little  hurt sing wing
one _____.
5. My new coat is too big wig
_____.
6. Did you get a _____ fish wish
at the lake?
7. I was hurt by a bee wee
_____.
8. The  is on the call wall
_____.
9. When we play ball some- in win
times I _____.
10. My new hat is _____ red wed
11. I have a _____ coat pet wet
and hat.

Phonics

Can you hear N?

Some of the pictures below end with the sound of n. Some end with a different sound.

Say each word to yourself.
If it does not end with the sound of n, put an X on it.



PRINTING



Read today's writing practice. Do you think this would ever happen? Practice printing the sentence. Draw a picture to match the sentence you printed.

See the goat hang
up his coat.

Blank handwriting practice lines for the sentence "See the goat hang up his coat."

Find a word from the list that makes a compound word to finish each sentence. The first one is done for you.

one house book some balls light

1. I have a new story book.
2. Can we make a big snow _____?
3. The flash _____ is in the car.
4. Will some _____ skip with me?
5. John likes to make snow _____.
6. May I have _____ thing to eat?

SEND FOR CORRECTION



THIRD DAY

READING

Story: Little Duck, pages 55 - 60

Introduction

Open your book to page 55. Can you name each animal? Today we are going to start a new unit. Can you guess what the unit is about? What kind of stories do you think there will be in this unit?

New Words

Word Cards: goat, met, seen, puppy, animals, barnyard, duck, morning, her, lamb, does, water, cried

Cut out the words below and have the child attempt to match each word to the pictures on page 55. Give help where needed.

duck	lamb	goat	rabbit
------	------	------	--------

goose	puppy
-------	-------

Point out the word animals to the child.

Say: All these are different _____. Present the word card animals.

Where do you think these animals live? In a barn?

On a farm? In a barnyard?

Point out the word barnyard on page 55. Show the word card.

Look at the words below. Unlock the two new words yourself with the help of some words you already know.

pet

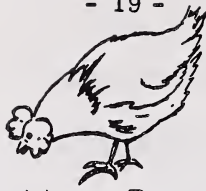
see

get

seen

met

Read the story on the next page about the barnyard animals.



Animals in the Barnyard

One morning Mother Duck was looking for her little duck.



She cried, "I cannot find Little Duck."

"Is Little Duck with Puppy in the barnyard?" said Goat.



"Does she go to the water in the morning?" called Lamb.



"Yes, she does go to the water, but I cannot see her there."



The animals helped Mother Duck look for Little Duck.

Little Duck was in the barn.

Guided Reading

Page 56

Look at the picture. It looks as if the goat and duck are talking. Let's find out what they are saying to each other. Read the whole page to yourself. What is Goat saying to Little Duck? Why is Little Duck in the barnyard? Who will help Little Duck look for his mother?

Page 57

Read the first part of the page to yourself. Whom do they meet? What does Goat ask Rabbit when they meet? Read the rest of the page to yourself. Has Rabbit seen Mother Duck? Will Rabbit help look for Mother Duck?

Page 58

Whom did the animals meet next? Maybe Lamb knows where Mother Duck is. Read the page to yourself and find out. Will Lamb help Little Duck find Mother Duck?

Page 59

Whom do the animals meet next? Read the first sentence to yourself to find out if you were right. Read the rest of the page to yourself. What did the animals ask Puppy? Where did Puppy tell the animals to look for Mother Duck? Do you think they will find Mother Duck now?

Page 60

Read the first three lines to yourself. Where did Little Duck go? Read the next five lines to yourself. Was Little Duck happy to see his mother? Was his mother glad to see him? Had Mother Duck looked for Little Duck? Why did she look for him? Read the last two lines to yourself. What did Mother Duck say to the animals?

Reading Exercise

Draw pictures to match these phrases.

a yellow duck	a brown rabbit
two little lambs	a brown and white puppy
a funny goat	three little kittens

Reading Exercise

Number the sentences in the order in which they happened in the story. Marvin Mouse found sentence number 1 for you. Check to make sure that he put the number 1 by the correct sentence. Now find sentence number 2, 3, 4 and 5.

- _____ Little Duck asked, "Will you help me, Lamb?"
- 1 _____ Goat said, "I will help you, Little Duck."
- _____ Puppy said, "Look down at the water."
- _____ "Thank you, barnyard animals," said Mother Duck.
- _____ Rabbit said, "Stay with me."

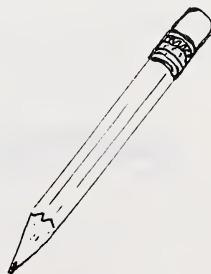
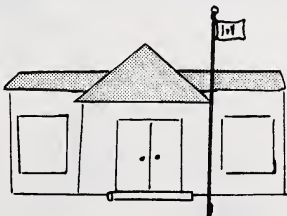
SEND FOR CORRECTION

Word Skills

Making New Words

Place page 23 on the child's desk. Direct the child to choose an initial consonant to make a new word that matches the picture.

Phonics



Ask the child to look at these pictures. Tell the child to say the word for each picture. Have him listen for the ending sound. He should be able to identify the ending l sound. Have him think of words that rhyme with the pictures above. Let him discover that rhyming words would also end with the sound of l.

Instructions for completing page 24. Tell the child to color RED, the pictures that end with the sound of l. Color BLUE, the pictures that do not end with the sound of l. CIRCLE the letter l each time you find it.

Word Skills

m r s j w b f c g

pet



__et

can



__an

red



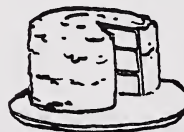
__ed

bat



__at

cake



__ake

gun



__un

wing

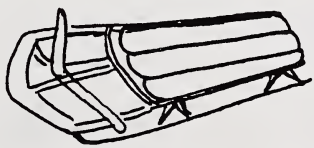
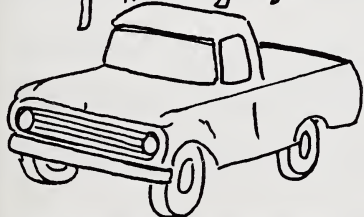
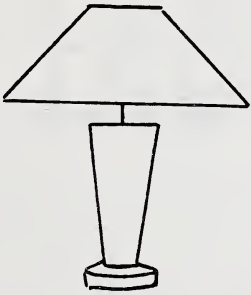


__ing

Phonics

Can you
find L?

B I a
L R
V Q L d
I S I j
L i z /
T k i z /
I L L c



PRINTING



Can you imagine a dog or cat playing catch? That would be pretty funny, wouldn't it? Your practice sentence today was written by Marvin. He says he's seen it! Why do you think he might have seen this when you haven't?

See the barnyard

animals play ball.

Three sets of empty handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

READING

Introduction

Do you think you'd like to be a barnyard animal? Why or why not? Which barnyard animal would you choose to be? Think about it. Then pretend you are that barnyard animal. Tell me about yourself - what you do all day, what you eat and how you look. BUT don't tell me your name. I will print your story and we'll see if your teacher can guess who you are. Do you think you'll be able to fool her?

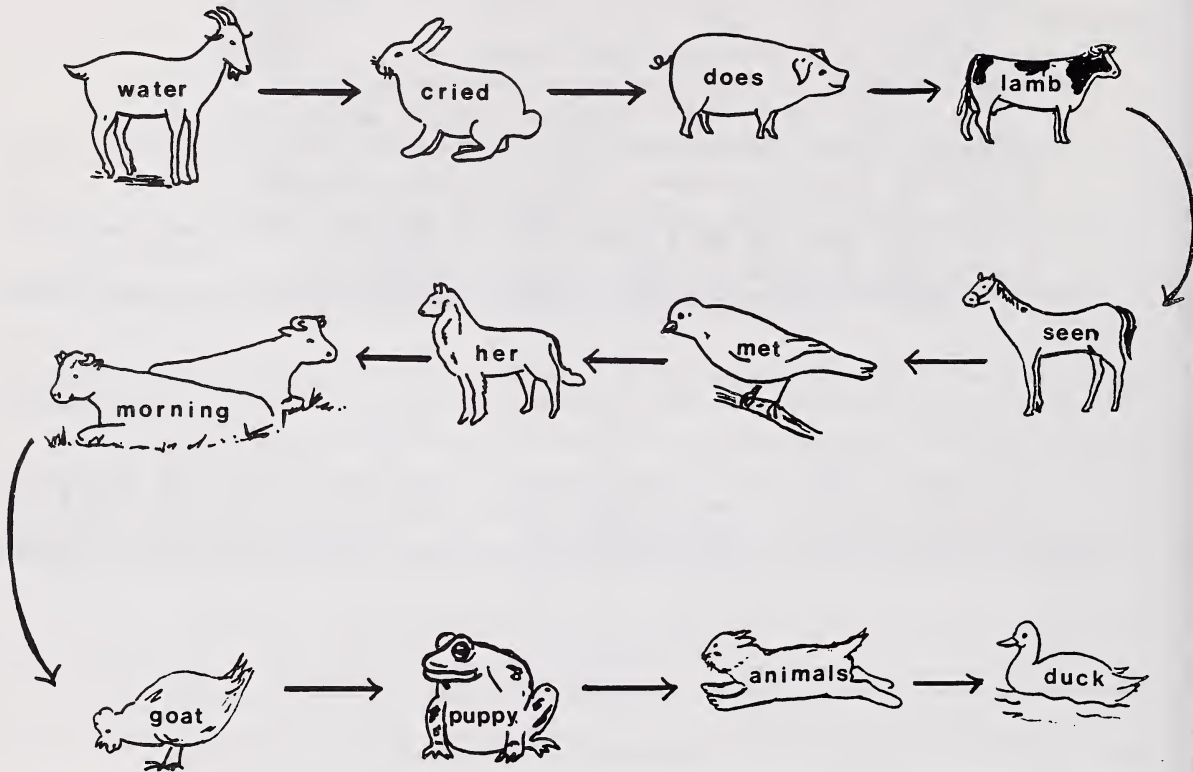
This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

Who do you think I am?

SEND FOR CORRECTION

Word Drill

Can you help Little Duck find his mother?



Each animal has a word printed on it.
Can you say each word? Start with the spot where
you see Little Duck. If you can read the word on
the animal, you may color the animal. If you
can color every animal, you have found Little Duck's
mother for him.

Rereading

Have the child look at each picture in the story. Then have him find the pa
on each page that best tells about the picture.

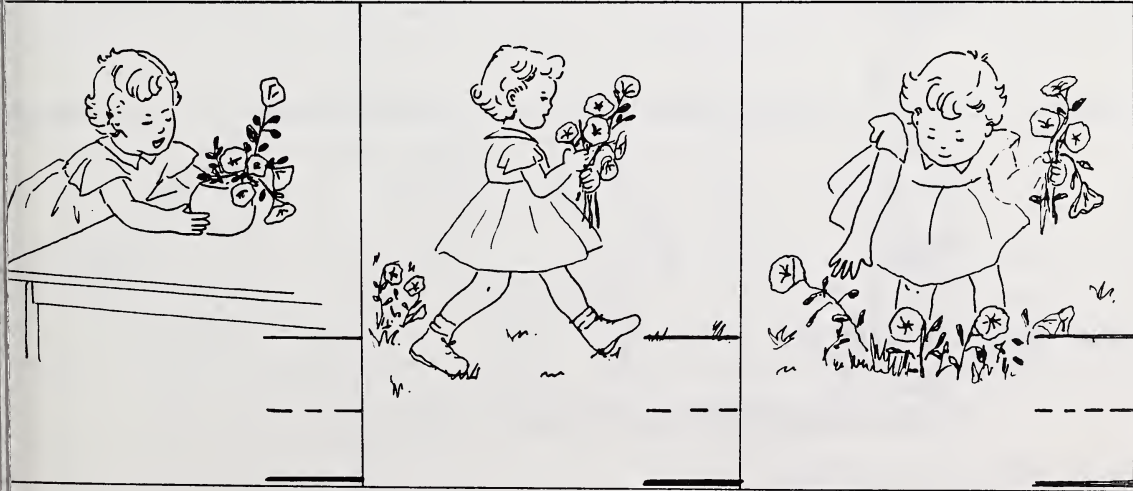
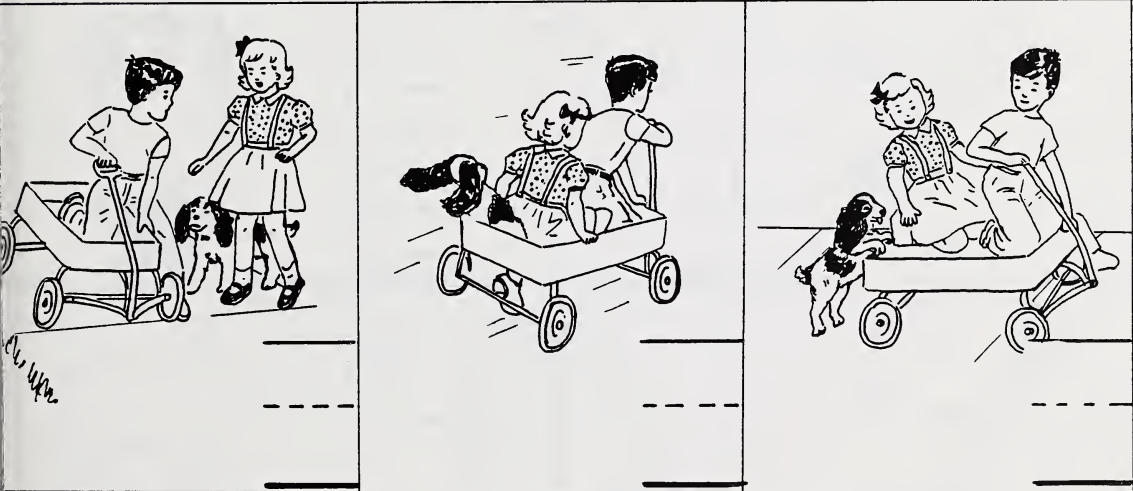
As you read the story have the child dramatize the story for you.

Reading Exercise

Come Along With Me Workbook, page 42

SEND FOR CORRECTION

Number the pictures as each story would have happened.



Word Skills

j

r

s

w

Use the letters above to make new words.
Read each new word for me.

hang
_ang

bat
_at

ride
_ide

get
_et

play
_lay

make
_ake

run
_un

big
_ig

red
_ed

sing
_ing

SEND FOR CORRECTION

Come Along With Me Workbook, page 41

SEND FOR CORRECTION

Phonics

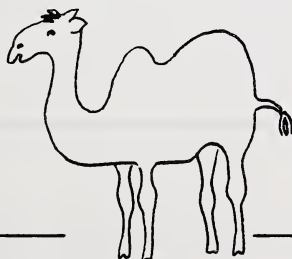
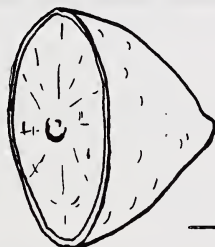
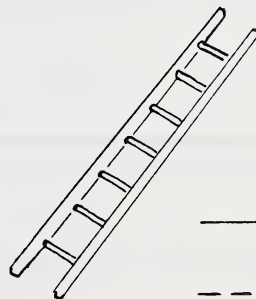
L is hiding in each of these words.

It is at the beginning or at the end of the word.

Can you find each L?

If L is at the beginning of the word, print L before the picture.

If L is at the end of the word, print L after the picture.



PRINTING



So far this week you have practiced two sentences. Choose the one you most enjoyed. Copy it twice on the lines below.

Don't forget to follow all the rules for good printing!

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for copying practice.

FIFTH DAY

READING

Story: Animals in the Water, pages 61 - 65

Introduction

Can you remember what animals were in yesterday's story? See how many you can name. I'll print them on the lines below.

_____	_____
_____	_____
_____	_____

What other animals do you think you might find on a farm? Draw pictures of these animals.

New Words

Word Cards: pond, roster, soon, myself, tell, just, cock-a-doodle-do

You should be able to unlock the first new word on your own.

must
just

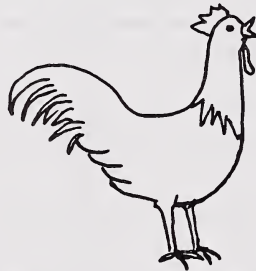
If you live on a farm, what farm animal is your alarm clock in the morning? Here is his name.

rooster

Yes, it's the rooster. Here is what the rooster says when he wakes you in the morning.

cock-a-doodle-do

Let's meet Red Rooster. Read the story below.



Red Rooster got up one morning.
Just as soon as he got up, he said,
"Cock-a-doodle-do. Get up barnyard
animals. Get up."
He went for a walk down to the pond.
He looked in the water.
Soon he said, "I see myself in the
water. I must tell the animals."
He turned and ran to the barnyard
to tell the animals.

Guided Reading

Page 61

What animal do you see in this picture? What does it look like Goat is doing? Read the whole page to yourself. Where do you think Goat was before he went into the barnyard? Where is he going to go now? For whom is he going to look?

Page 62

Read the first two lines to yourself. Were the ducks at the pond? Read the next two sentences to yourself. Whom did the goat see at the pond? What did he really see? Read the last two lines to yourself. What is Goat going to tell the other animals? Why?

Page 63

Can you think of any other animals we haven't met? Read the first part of the page to yourself. Whom did Goat try to find? Read the next five lines to yourself. What does Goat tell the other animals? Read the next four lines to yourself. Where did the animals go now? Why? Finish reading the page. What did the animals see in the water? What do you think it was?

Page 64

Look at the picture. Why do you think the animals were surprised? Read the first part of the page to yourself. What did the rooster see in the water? Read the next part of the page to yourself. What did the lamb see in the water? Read the last part of the page to yourself. What did the rabbit see in the water?

Page 65

Read the first half of the page to yourself. Why did Little Duck laugh? Read the rest of the page to yourself. Why did the other animals laugh too?

Reading Exercises

Come Along With Me Workbook, page 45

SEND FOR CORRECTION

How well can you follow directions?
Read the directions on the next page.
Do exactly what you are told to do.

Word Skills

Join the root word to the new word that was made
by adding ed or ing.

give	asked
make	running
ask	making
run	turned
turn	giving

stop	telling
tell	laughing
laugh	having
skip	stopped
have	skipping

Reading Exercise

Make a big pond. Make the barnyard.

Make a red barn.

Make a goat, a puppy and a rabbit in the barnyard.

Make a rooster at the pond.

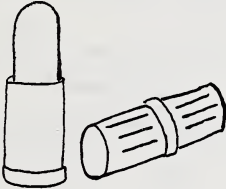
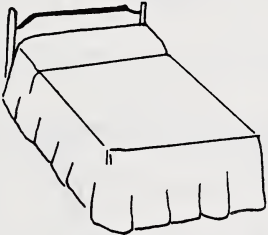
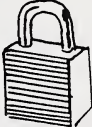

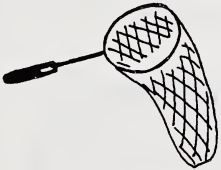



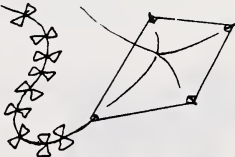
Make a yellow duck in the pond.

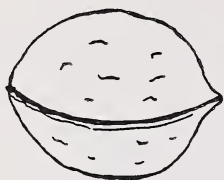
Make a yellow sun.



Phonics

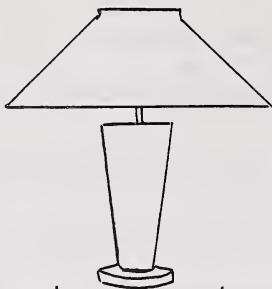
Say the name of each picture.
Look at the letter below it.
If the word begins with the letter, circle the first letter.
If the word ends with the letter, circle the last letter.
Two are done for you.

 l l (l) (d)	 d d (d)	 k k k
 p p p	 t t t	 n n n
 d d d	 p p p	 k k k



t

t



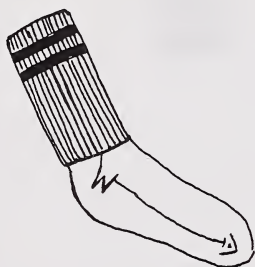
l

l



n

n



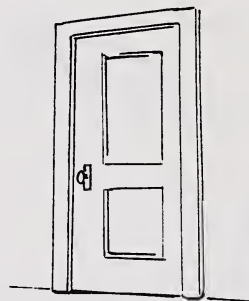
k

k



p

p



d

d



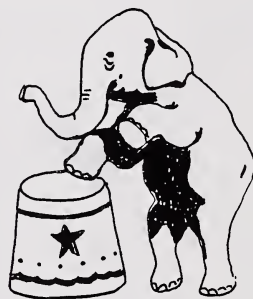
l

l



n

n



t

t



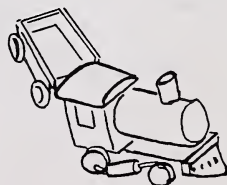
d

d



l

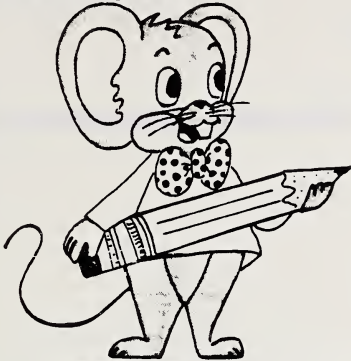
l



n

n

SEND FOR CORRECTION



PRINTING

Look back at the pictures you have just used. (Phonics pages 37, 38) Choose four of the pictures for which you would like to know the words.

I will print the words on the lines. Practice printing them. Send your printing for your teacher to see.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Workbook

Come Along With Me

pages 36, 39, 41, 42, 45

Reading

pages 2, 3, 12, 21, 22, 26, 36

Word Skills

pages 3, 13, 14, 23, 29

Phonics

pages 5, 15, 24, 30, 37, 38

Printing

page 39

Language

pages 7, 17

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number: _____

Lesson Number: _____

Date Lesson Submitted: _____

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: Animals in the Water, pages 61 - 65

Introduction

Have the child tell the story from memory. If the child needs help in recall assist him, but encourage him to do as much as possible on his own.

Word Drill

Rooster went down to the pond to look for his friends. Now he cannot find his way back to the barn again. Can you help him? Look on page 3. If you can say each word on the path, the rooster will find his way home. If you miss a word, it means he is lost and will have to go back and start again.

Rereading

Let the child choose how he would like to read his story today. He may wish just to read it page by page, to read one character's part, to read the parts that were spoken while you read the narrator's part, or he may choose to act out the story.

Reading Exercises

Read each sentence. Circle the name of the animal who said it.

1. It is a good morning for a run down to the pond.

Goat Lamb Duck

2. I see a goat just like me.

Lamb Goat Duck

3. Here is a rabbit just like me.

Rooster Rabbit Lamb

4. Do you see a lamb just like me?

Lamb Goat Rabbit

5. I see a duck in the water that is just like me.

Lamb Duck Rooster

SEND FOR CORRECTION

Choose the correct word to finish each sentence.
Print each word in the correct space.

1. The red _____ said, "Cock-a-doodle-do."

rooster soon rope

2. Mother Duck went down to the _____.

soon pond water

3. I will _____ you a story.

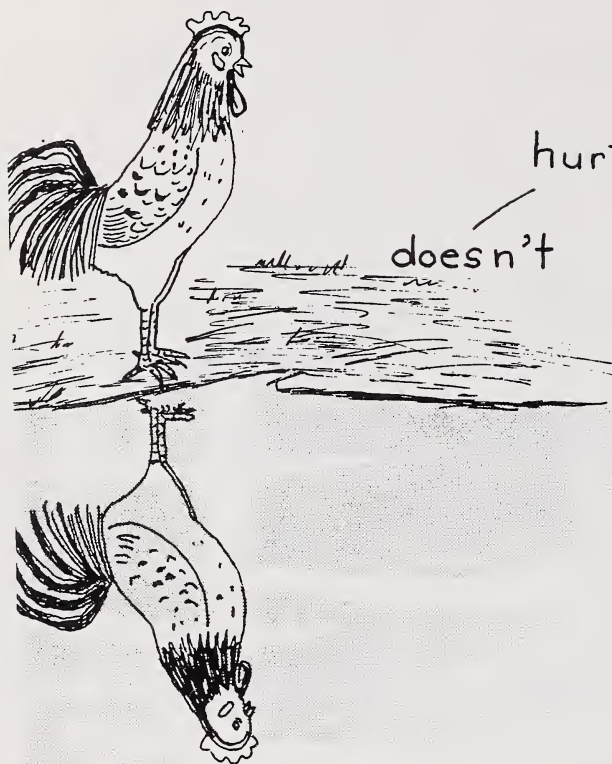
her duck tell

4. Will you be here _____?

soon skip saw

5. I can see _____ in the water.

new asleep myself



hurt — afraid — laughed —

doesn't

barny

animals

fast

Paul

time — eat — got — from — saw

toy

new

read

let

our

after

came

tell — pond — cried — water — does)

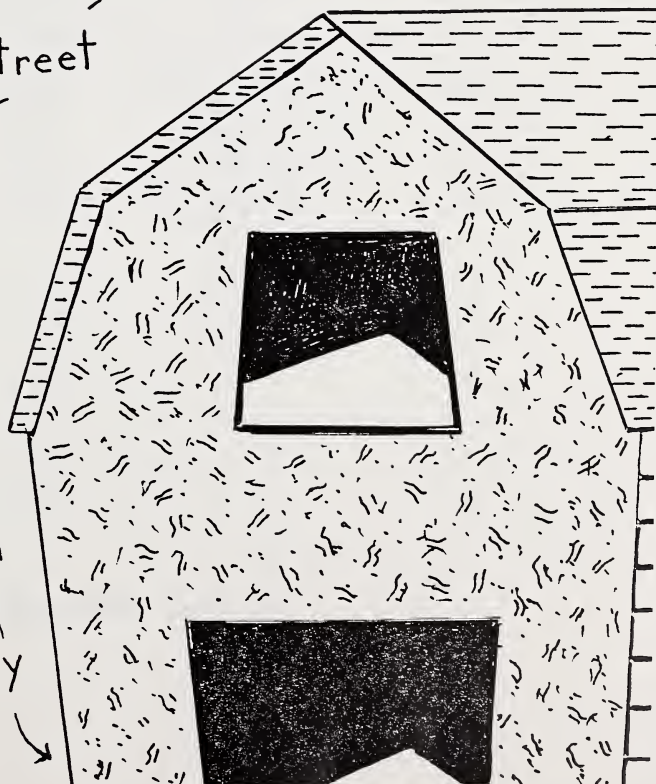
duck — morning — her — lamb

turn — skip — hello)
Mary

your — went — street

ust — asleep

friend
stay



Word Skills



Can you unlock these words?
The key you'll need is the first
word in each list.
I hope you'll use your key to unlock
all the words.

make	can	red	let	ride
take	fan	fed	met	wide
wake	man	wed	wet	tide
lake	pan	bed	pet	hide
cake	tan	led	get	side

big	car	cat	bin	ball
wig	bar	fat	tin	fall
fig	far	pat	fin	wall
dig	tar	mat	win	tall
pig		sat	pin	hall

fish	hop	may
wish	mop	way
dish	top	day
	pop	say

Phonics



If you listen closely to Marvin naming these pictures, this is what you would hear.

scissors
glass

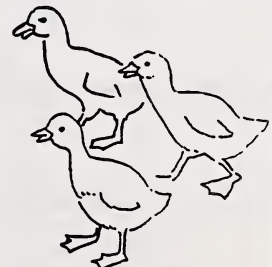
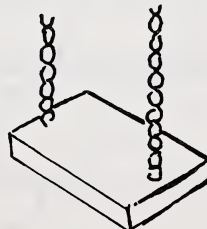
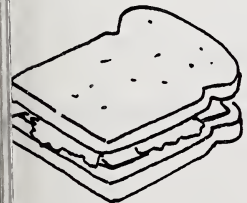
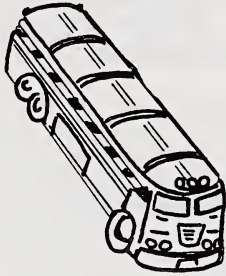
dress
shoes

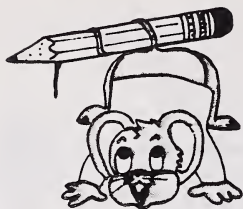
Say the words with me. Listen carefully as you say each word. What sound do you hear at the end of each word? If you are not sure, say each word aloud again.

What letter makes that sound? Do you know any other words that end with the same sound? Tell me.

Look at the pictures on the next page. If the picture begins with the s sound, color it green. If it ends with the s sound, color it brown.

Phonics





PRINTING

Practice printing this sentence about the seals. Watch letter s. Be sure it is made correctly.

Trace over this sentence. Then print again below.

Six seals sit in the sun

LANGUAGE





LANGUAGE

The exercise today is one in which the student will be required to follow directions. The object of this exercise is to see how well the student can relate spatial relationships. (e.g. in, on, over, under, beside, behind) By this time the child should be quite aware of what each of these words means.

Give each direction only once. Stress to the child that he must listen and do what the directions tell him. Give him time to complete each exercise.

If you notice that a particular spatial word causes him difficulty do some drill on it after the exercise is completed. Drill can take the form of a game. Set up chairs and objects that the student can go over, under, behind, beside etc. Give directions most often with the word causing difficulty.

Put page 8 on your desk.

Print your name at the top of the page.

At the bottom of the page tell how old you are.

On the left side of the page make a big red apple.

On the right side of the page make a blue car.

Put an orange X above the little girl's head.

Find the tree. Draw a box under it. Color the box black.

Draw your favorite toy in the window of the store.

Put the number 5 on the door of the store.

Draw a yellow ball beside the teddy bear.

Draw another dog above the puppy in the picture.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

SECOND DAY

READING

Story: Cock-a-Doodle-Do, pages 66 - 71

Introduction

Ask the child to tell you the difference between real and make-believe. Discuss why he thinks the last two stories read have been about imaginary animals. One reason that he should think of, is that the animals are talking. Discuss with the child whether he thinks that when animals are making their noises, they are talking to one another.

New Words

Word cards: boy, gate, early, breakfast, so, crow, farmer, did, us, again

These two words should be attacked independently.

boy

gate

If the child has difficulty, print the words toy and ate above the words boy and gate.

Let's see if you can tell me the new words for our story today. Listen as I begin each sentence. Tell me the new word that finishes each sentence. If you can tell me the word, I'll give you the word card.

One day Betsy got up very _____. (early)

She went downstairs and made her own _____. (breakfast)

It was sunny _____ she went outside. (so)

A _____ was out plowing his field. (farmer)

A big black _____ was flying overhead. (crow)

The farmer _____ not see the crow. (did)

The crow flew over the farmer _____. (again)

The crow said to his crow friend, "I wonder if that farmer sees _____?" (us)

Guided Reading

Page 66

Look at the picture. Do you think it is early or late in the day? What do you think the rooster is doing? Read this page to yourself to find out what the rooster is saying. What is the rooster telling everyone to do?

Page 67

Why do you think the rooster wants the other animals to get up? Read the first four lines to yourself to find out. How do you think the animals will feel about being wakened so early? Read the next part to yourself to find out. Do you think the animals will get up for Rooster? Read the rest of the page to yourself to find out what the animals did about it.

Page 68

Read the first four lines to yourself. How did the rooster feel about the animals telling him that they did not want to get up? Do you think rooster means that? Read the next four lines to yourself to find out. Who else do you think will sleep in besides the animals? Read the next four lines to find out. I wonder how the animals will feel about not getting any breakfast? Read the last part of the page to yourself. How did the animals feel?

Page 69

Read the page to yourself.
Why didn't the rooster crow?
What did the animals ask the rooster to do?

Page 70

Read the first five lines to yourself. What does the rooster say he will do? Read the rest of the page to yourself. Where did the rooster go before he crowed? Who got up?

Page 71

Read the whole page to yourself.
How do the animals feel now?
What did the animals tell the rooster?
How did the rooster answer them?

Reading Exercise

Match each pair of words.

early	Again	rooster	Did
good	Good	but	Hang
maple	Early	did	Rooster
again	Crow	hang	But
crow	Maple	friend	Friend

Come Along With Me Workbook, page 48

SEND FOR CORRECTION

Word Skills

You know the first word. Let's see if you can say the others. Underline the parts of each word that are alike.

not	lot	cot
hot	rot	got
dot	pot	

Read each of these words.

dot	dig
day	dish
dump	date
Dan	

How is each word alike?

Phonics

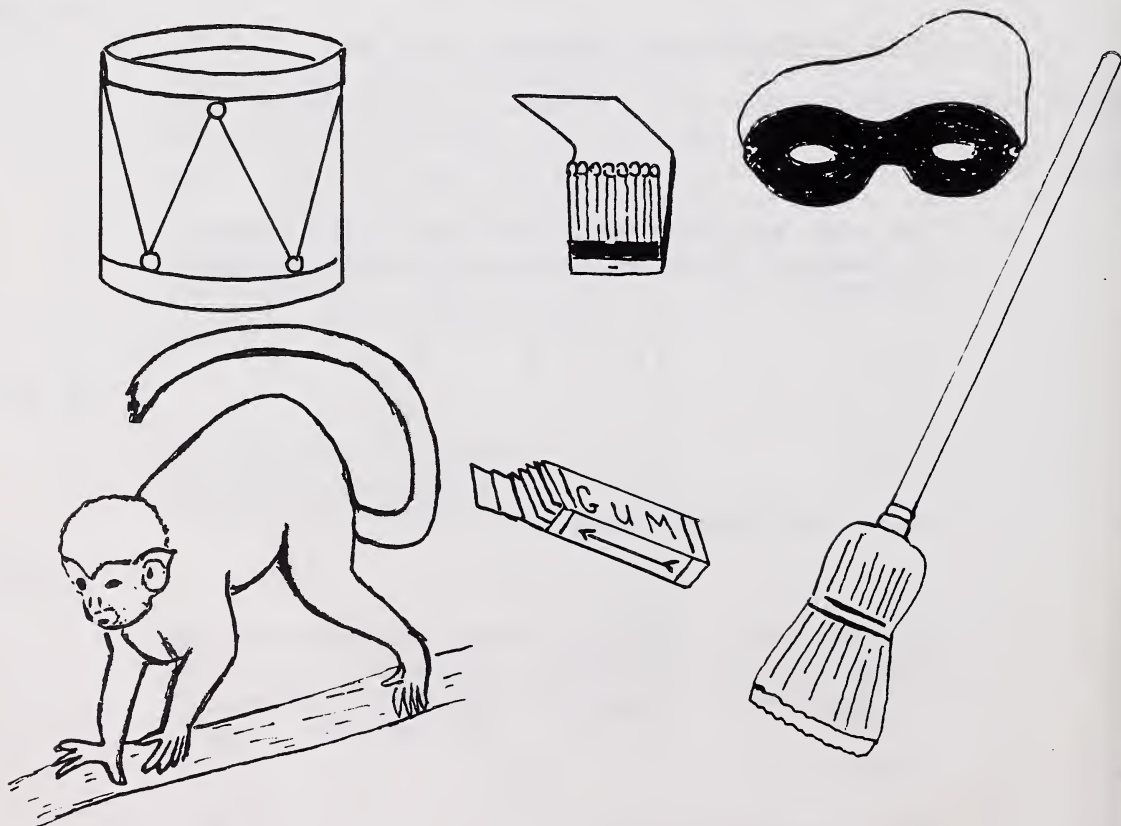
Say each word and have the child repeat it.

drum	tam	dim
them	cream	film
calm	dream	Tim
ham	slim	Jim

If you listened carefully you will have noticed something about each word that is the same. Can you tell me what it is?

If the child has not noticed that they all end the same, have the child repeat each word after you, and listen carefully to discover that each word ends with the sound of m.

Put an X on all the pictures that end with the sound of m.



PRINTING



It's Red Rooster's turn to talk today.
What do you think he will say?
Read the sentence to me. Practice
printing the sentence about Red Rooster.

Trace over this sentence. Then print it again below.

Red Rooster says

cock-a-doodle-do.

Three sets of blank handwriting lines for practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

LANGAUGE

Have the child look at each of the pictures below. Tell him to think about each picture. Have him give one sentence about each picture. Do not let the child give just a word or a phrase. Make sure that each one is a complete sentence. Print the child's sentences on the lines below.

1.



2.



3.



4.



5.



6.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SEND FOR CORRECTION

THIRD DAY

READING

Story: Cock-a-Doodle-Do, pages 66 - 71

Introduction

Do you know what time you got up this morning?
Did you wake up yourself or did someone else wake you? If you live in the country, what kind of sounds greet you when you wake up in the morning? Are there different sounds to be heard when you wake up in the morning in the city? Which do you like better? Why? Have you ever been awakened by Red Rooster's morning call?

Word Drill

Place the following word cards in front of the child.

boy gate early breakfast so crow farmer did us again

Have the child find the word that answers the question.

Which word tells the meal you have in the morning? (breakfast)

Which word tells when the rooster gets up? (early)

Which word rhymes with bid? (did)

Which word ends like men? (again)

Which word is the name of a black bird? (crow)

Which word begins like gun? (gate)

Which word rhymes with toy? (boy)

Which word is the name of the man who takes care of a farm? (farmer)

Which word rhymes with no? (so)

Which word rhymes with bus? (us)

Rereading

Ask the following questions and have the child answer each question by reading from the story.

Page 66

Read the part that tells when Red Rooster got up.

Page 67

Read the part that tells how the animals felt about being awakened so early. What did the animals say when they went to the rooster?

Page 68

What happened the next morning? How did the animals feel about the rooster not crowing?

Page 69

Why didn't the rooster crow?

Page 70

What did the rooster do the next morning?

Page 71

What did the animals say to the rooster after breakfast? How did the rooster answer the animals?

Reading Exercise

Make pictures to go with these stories.

Make a little lamb.
Make him black.
Give him something
green to eat.

Here is a farmer.
Give him a barn.
Make the barn red.

Anne wants her
breakfast.
Give her something
to eat.
Give her something
to sit on.

This is John's new
toy.
He can ride in it.
Make his toy green.

Word Skills



Use your key to unlock these words. You
have used your key to unlock some of them
before. Those should be easy for you!

makemanmay

bake

ban

bay

take

tan

say

sake

fan

ray

wake

pan

day

fake

can

gay

lake

ran

hay

rake

lay

cake

pay

way

<u>hand</u>	<u>look</u>	<u>fun</u>
band	took	bun
sand	book	sun
land	hook	gun
	cook	run

Choose the correct word to complete each sentence. Print it on the line.

1. Mother will _____ a cake.
fake lake bake
2. Is the ball in John's _____?
hand band sand
3. John has a fish on the _____.
cook hook took
4. See Anne _____.
run fun bun
5. I like to play in the _____.
say pay hay

Phonics

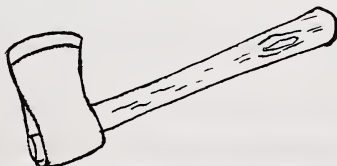
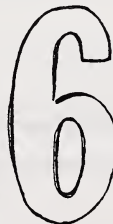
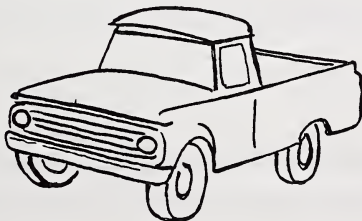
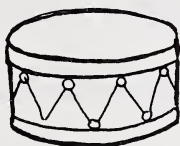
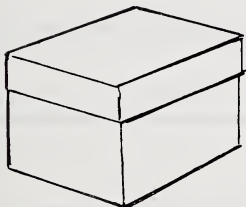
Marvin Mouse has big ears. They're good listening ears, too. How well do you use your ears? Do you listen carefully? Let's find out! Listen carefully to the words I say. Then see if you can tell me how these words are alike.

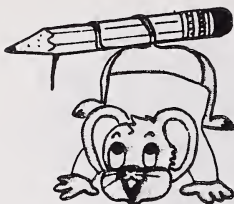
tax	box
wax	fox
relax	ox
mix	

How are they alike? That's right! They sound the same at the end. Do you know what sound each word is making at the end? If you said X you agree with Marvin.

X is a funny letter. Not too many words have X in them. X doesn't work very hard. You will usually find the letter X at the end of a word.

Look at the pictures below. Say each one's name. If you hear the sound of X, color the picture green. If you do not hear the sound of X, color the picture brown.





PRINTING

Marvin says he'd like to practice printing the letter X today. X is an easy letter to make. Practice printing these words that have the letter X.

Trace over these. Finish each row.

oox

six

ax

fox

mix

LANGUAGE

Do you like to dress up in your mom's or dad's clothes? Isn't it fun? Who do you pretend you are when you play? With whom do you play dress up?

On the next page Janet, John and Anne are playing dress up. Look at the picture. Think of a story for it. Tell it to me. I will print your story on the lines below. You may copy it below the picture.

[illegible]







THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

1900

1900

1900

1900

1900

1900

1900

FOURTH DAY

READING

Poem: Little Robin Redbreast, page 72

Point out the title below.

Little Robin Redbreast

Read the title and tell the child it is the name of today's poem.

Encourage the child to tell you what he knows about robins.

Discuss where they build their nests, what they eat, what enemies they have and why a robin might be called Robin Redbreast.

Do not have the child open his book during the first reading of the poem. Have him listen and try to see what is happening in the poem.

Following the first reading, discuss what the child saw in his imagination while he was listening to the poem. Now have the child open his book to compare the picture in the book with the picture he had in his mind. Have the child tell how he feels about the robin and the cat. Have him discuss what he hoped would happen and why.

Read the poem again while the child looks at the picture.

Discuss the sequence of events.

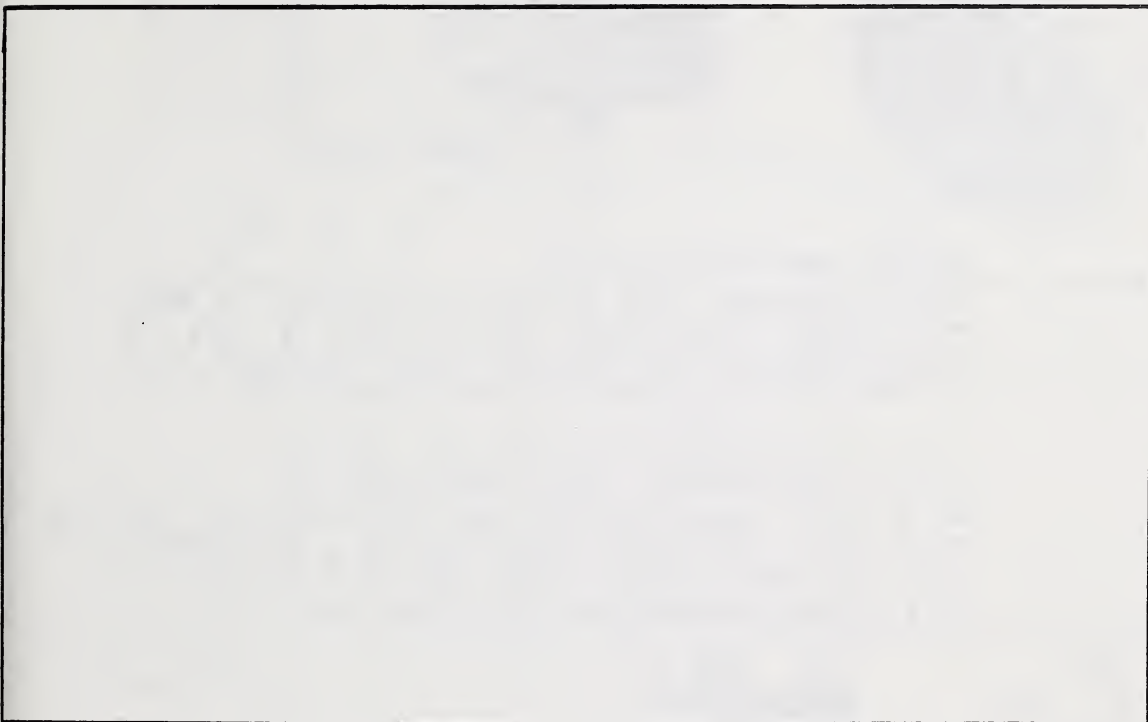
Reread the poem as often as necessary to develop each stage.

Reread once more, encouraging the child to join in if he can.



Reading Exercise

Draw a picture that tells what you saw when I read the poem.



SEND FOR CORRECTION

Word Skills

s ed ing

Read each of the words below. Underline the root word. Put a box around the ending.

like□

laughing

stays

bothered

helps

telling

asking

wants

fished

jumped

turned

walks

Come Along With Me Workbook, page 49

SEND FOR CORRECTION

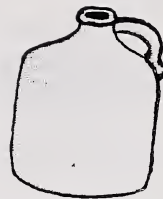
Phonics



dog



log



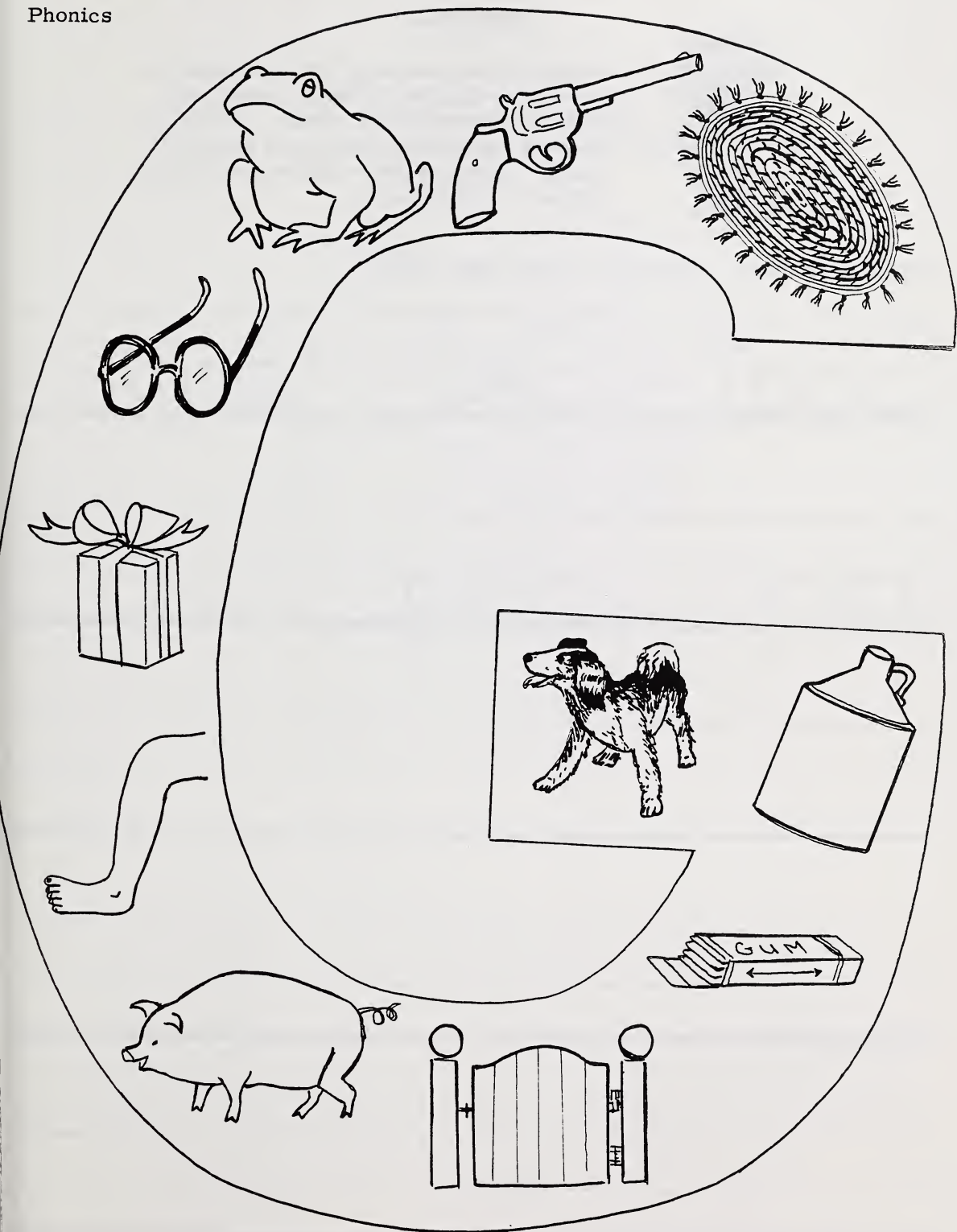
jug

Say the name of each picture.

Look at its name. How is each one of these words alike? That's right! Each one ends with the letter g. Say each word again. Listen carefully for the g sound at the end of each word.

Look at the pictures on the next page. Say the word for each picture. Some words begin with the g sound. Some words end with the g sound. If the name of the picture begins with the g sound, color the picture orange. If the name of the picture ends with the g sound, color the picture blue.

Phonics



SEND FOR CORRECTION

PRINTING



Capital G and small g are funny letters to print. Capital G has a round back. Small g starts with a circle. Practice printing the words below that have g in them. Show me how well you can make capital G and small g.

Trace over these. Print the words again below.

Goat Get Gate

pig dog wig

Blank handwriting practice lines for the words pig, dog, and wig.

LANGUAGE

Today I'd like you to think about some of the stories you know. Which one is your favorite? Why do you like it? Think about your favorite story. Today you are my story teller. I'll sit back and listen while you tell me your favorite story.

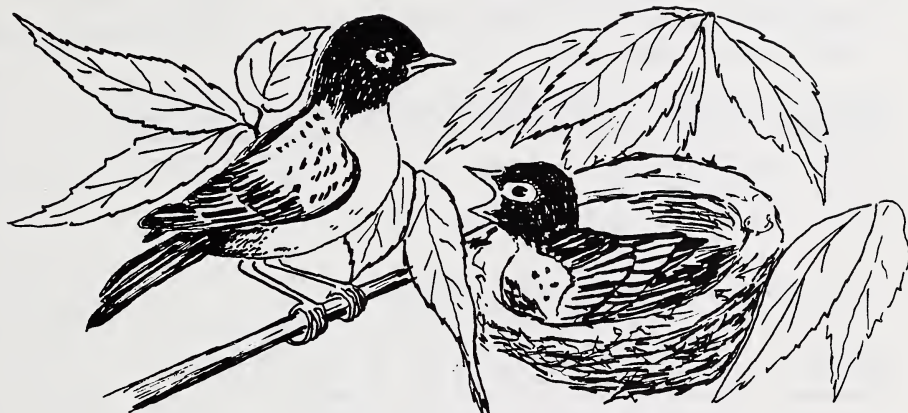


FIFTH DAY

READING

Story: Baby Robin, pages 73 - 76

Introduction



Look at Baby Robin. It looks as if he is talking to his mother. What do you think he might be saying? Baby robins are just like boys and girls. They have a lot to learn when they are babies. What things does a baby bird have to learn? Who do you think teaches a baby bird? Do you think it is hard for a baby bird to learn to fly? Today we are going to read about a baby robin learning to fly.

New Words

Word Cards: wings, his, Baby Robin, fly, now, Mrs. Cow, made

Read these words.

sing	is
wing	<u>his</u>
<u>wings</u>	

In telling the story on page 31, to the child, read only the small type. Have the child read the sentences in the large type. The new words are underlined. Encourage him to attack the words himself. The story should give clues to the words.

When the baby bird wanted to learn to fly, this is what his mother said to the other animals:

Baby Robin wants to fly.

The rooster said:

Is Baby Robin going to fly now?

The cow wanted to see Baby Robin try to fly.

This is what she did.

Mrs. Cow ran to the barnyard.

She made a jump at the gate.

The gate was too big.

The other animals laughed and said:

Mrs. Cow wants to fly too!

Guided Reading

Page 73

Read the first two lines to yourself. What does Baby Robin want to do? Read the next section to yourself. What did Mother Robin tell Baby Robin? Read the last part to yourself. What did Baby Robin want to see?

Page 74

Read the first sentence to yourself. Who came to sit on the tree? Read the rest of the page to yourself. What did Baby Robin ask Father Robin to do? When did Baby Robin want to fly? What did Father Robin ask Baby Robin if he could do?

Page 75

Read this page to yourself. Did Baby Robin think he was going to fly? Did Baby Robin fly?

Page 76

Read the first sentence. Who came to see Baby Robin? Read the rest of the page to yourself. What does Mrs. Cow want to know? What did Baby Robin show Mrs. Cow? What did Mrs. Cow tell him he must do?

Reading Exercises

Read each sentence. Decide if it is true about the story. If it is true circle Yes. If it is not true circle No.

- | | | |
|--|-----|----|
| 1. Mrs. Cow wanted to fly. | Yes | No |
| 2. Baby Robin wanted to fly. | Yes | No |
| 3. Baby Robin wanted to see
the barnyard. | Yes | No |
| 4. Father Robin will help
Baby Robin. | Yes | No |
| 5. Did Baby Robin fly? | Yes | No |
| 6. Baby Robin made his
wings go fast. | Yes | No |

Number the sentences as they happened in the story.

_____ Baby Robin wanted to fly.

_____ Baby Robin did not fly.

_____ Father Robin is going to help Baby Robin to fly.

_____ Baby Robin made his wings go fast.

Word Skills

Join two smaller words to make a compound word.
Print each new word on the line.

barn light _____

snow yard _____

flash ball _____

my book _____

story thing _____

some self _____

Word Skills

Use each of the new words you just made to complete the sentences below.

1. The cows stay in the _____.
2. Help me make a big white _____.
3. My mother will read to me from my big new _____.
4. My orange is _____ good to eat.
5. Look for your hat with my _____.
6. I will get my coat _____.

Add a beginning consonant to each of these word endings to make a word.

___ish

___ouse

___is

___up

___ee

___ee

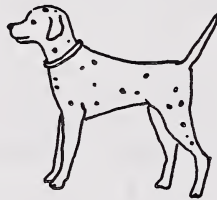
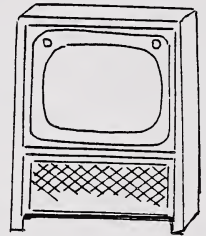
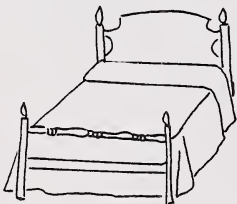
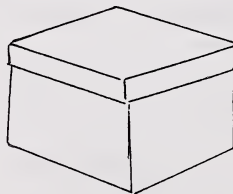
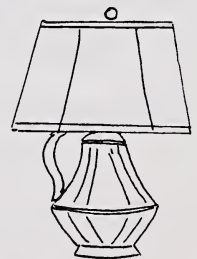
___own

Phonics

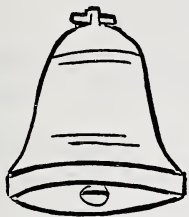
L sound, B sound, G sound,
X sound. We've sure learned a lot about
sounds! My ears are becoming really good
listeners! Are yours? Let's show our teacher
how well we can listen by printing the first and
last letter for each picture. I did one for
you. Can you finish them?



7

sevenn o  elevisio  e  o  am

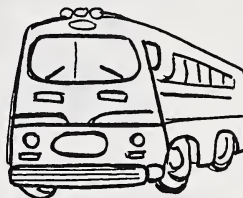
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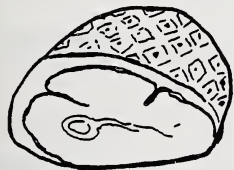
_ e l _



_ o o _



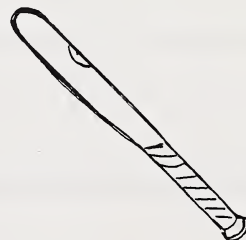
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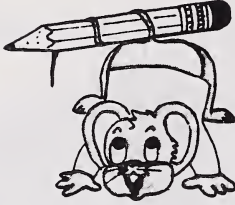


_ a _



_ e n _

PRINTING



Are there some words that you would like to know how to print? Tell me three words you would like to know. I'll print them on the lines below and you can practice them.

Handwriting practice lines consisting of five sets of three horizontal lines each (top solid, middle dashed, bottom solid).

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading
pages 1, 2, 25

Word Skills
pages 25, 33, 34

Workbook
Come Along With Me
pages 44, 48, 49

Phonics
pages 6, 20, 27, 35, 36

Language
pages 9, 15, 23 (Story)

Printing
page 37

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: Baby Robin, pages 77 - 81

Introduction



What happened last day when Baby Robin tried to fly? Why do you think that Baby Robin had trouble flying? Who do you think will help him? Do you think he will learn to fly soon? How do you think he will feel when he can fly?



New Words

Word Cards: called, flew, over, try, was, Pussy-Cat

Can you read these words?

ball

call

called

Read aloud the part of the story that is in small print. Ask the child to read aloud the large print.

One day a mother bird was looking for her baby bird.
Where do you think she might fly to look for it? This
is where she went first.

Mother Bird flew over the barnyard.

When she looked she found that—

Baby Bird was not in the barnyard.

She saw something that would hurt her baby.
She said,

"I see a big Pussy-Cat."

Then she looked again. There was Baby Bird hiding
in the corner of the barnyard. She was afraid of the
cat. Mother Bird wanted her baby to fly. She said,

"Try to fly Baby Bird! Try! Try! Try!"

Guided Reading

Page 77

Do you think Father Robin can help Baby Robin? Read the first five lines to yourself. What does he do first? Read the next two lines to yourself. What did Father Robin do? Read the rest of the page to yourself. Why did Father Robin fly all around the yard? Do you think that Baby Robin will be able to fly now?

Page 78

Read the first five lines to yourself. Why did Goat say Baby Robin would not fly? Read the next sentence. What does Rooster tell Baby Robin to do? Read the rest of the page to yourself. Did Baby Robin want to try to learn to fly?

Page 79

Read the first half of the page to yourself to find out if Baby Robin tries now. Did Baby Robin try? What happened? Why didn't Baby Robin fly? Read the next five lines to yourself. What did the animals do next? Read the last three lines to yourself. How did Baby Robin feel then? Did he want to try to fly again?

Page 80

Look at the pictures. Who is watching what is going on? Read the first five lines to yourself. What did Pussy-Cat want to do? Do you think she will catch Baby Robin? How will Baby Robin get away? Finish reading the page to yourself. What did the other animals try to do to help?

Page 81

Read the first part of the page to yourself. What did Baby Robin do? Why do you think he could fly this time? Read the rest of the page to yourself. Were the animals happy to see him fly?

Rereading

Have the child read the complete story orally. This will help tie the two different sections together. Encourage the child to read the story with expression showing fear, excitement, suspense just as the characters in the story would have acted.

Reading Exercises

Come Along With Me Workbook, page 51

SEND FOR CORRECTION

Choose the phrase that completes each sentence.
Draw a line under it.

1. Anne wants _____.
on the book
to go to school
for a puppy
2. John is _____.
to the house
going fishing
the white goat
3. Father has _____.
a new car
not at home
at school
4. Mother wants _____.
ready to go
the rooster crows
to make a cake
5. Janet can _____.
the big school
see the baby bird
saw Pussy-Cat

Word Skills

Adding y

Read the word below.

bump

Now y has been added to the word.

Read the new word.

bumpy

Read these words to me.

snow	sand	sleep
snowy	sandy	sleepy

fun	sun
funny	sunny

Underline the part that has been added to each of the root words. Is it the same for each word?

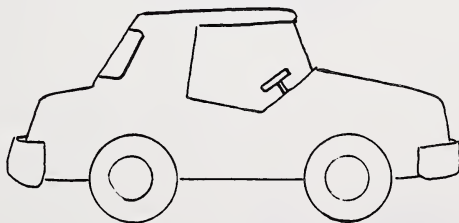
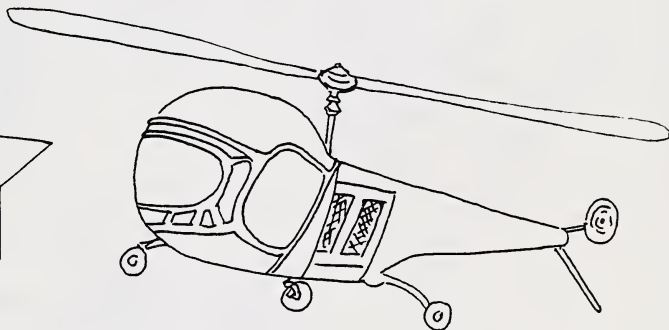
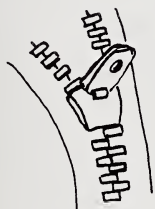
No, y has been added to some words and ny to other words.

Phonics

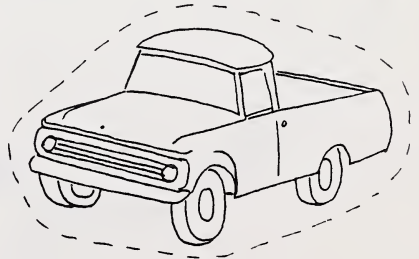
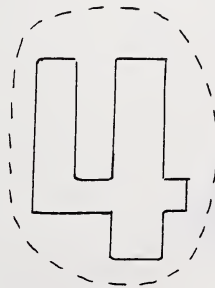
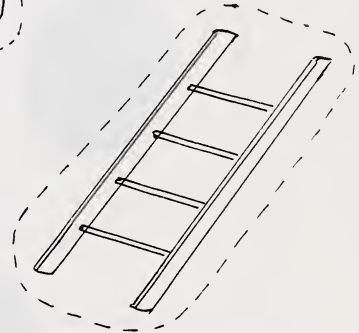
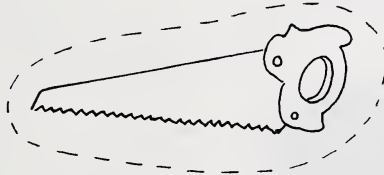
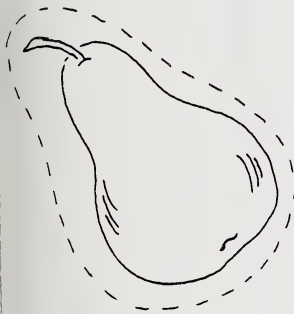
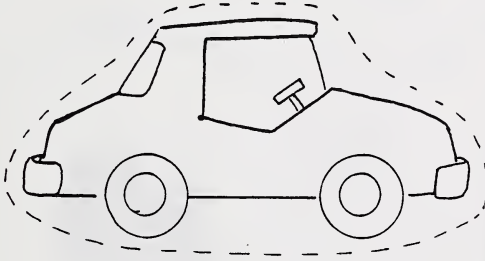
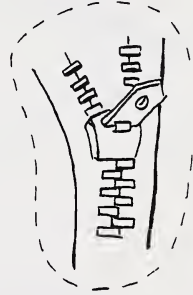
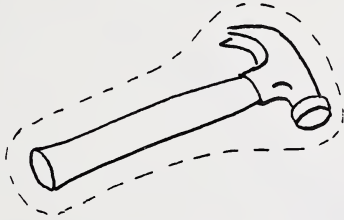
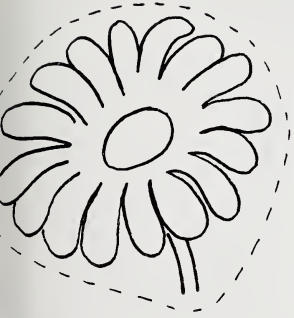


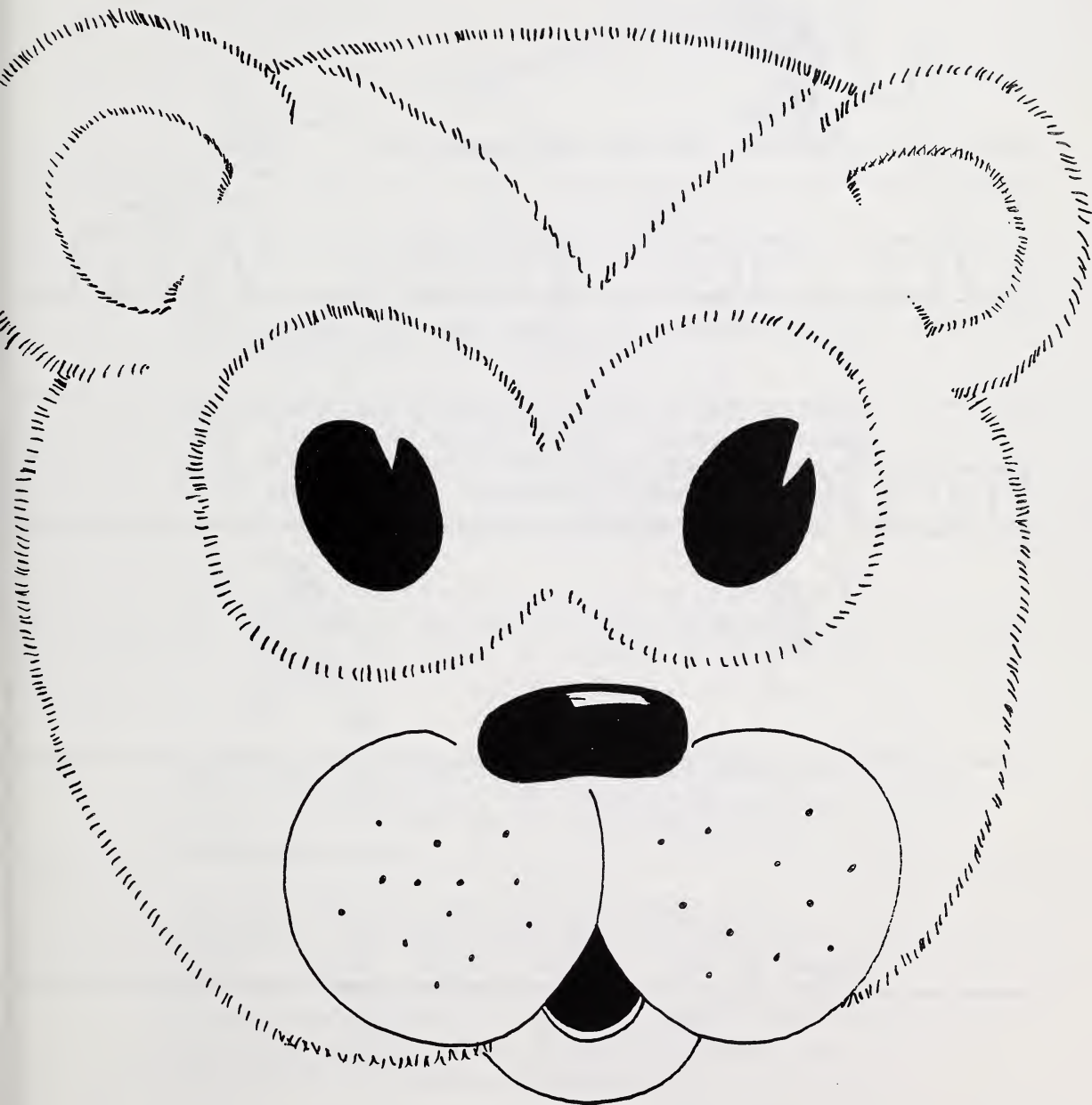
I am a fuzzy brown bear.
I belong to a little girl named Anne.
We have lots of fun together. Below
you'll find some pictures that Anne cut
out of a book. She wants
to know if you can tell how
these pictures are alike.
Help Anne with this work.

Say the name of each picture. Listen carefully to
the sounds. Can you tell how these words are alike?
Each one ends with the same sound, doesn't it? Can
you tell me what letter makes that sound? Yes. It
is the letter r. Say the words again. Listen for the
letter r sound. It sounds like the motor of a car.



The pictures below are mixed up. Some end with the letter r sound. Some do not end with the letter r sound. Cut out each picture. Find all the pictures that end with the letter r sound. Paste them on the picture of the bear on the next page.







PRINTING

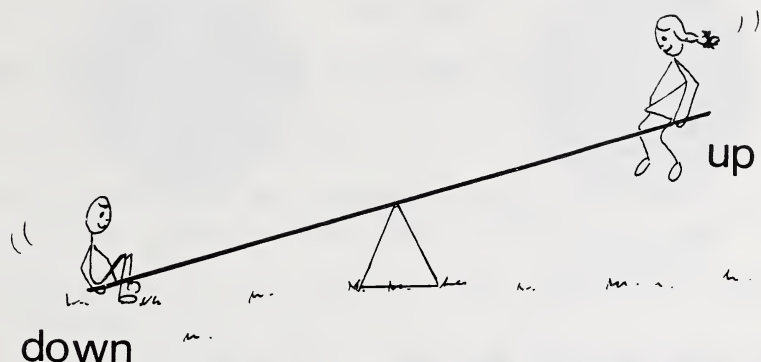
Marvin Mouse printed a safety rule
for you. Read the safety rule.
Practice printing the safety rule.

Trace over the letters. Print the rule again below.

Do not play with

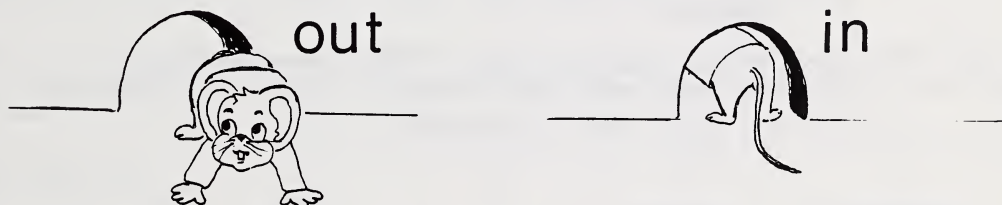
matches.

LANGUAGE



What are Janet and John doing? Do you like playing on a teeter-totter? It's fun, isn't it?

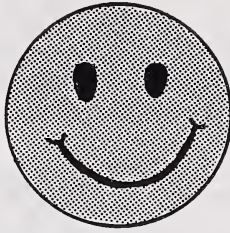
What does a teeter-totter do? Yes, it goes up and down. Look at the picture above. Where is John? (John is up in the air.) Where is Janet? (Janet is on the ground.) The teeter-totter goes up and down.



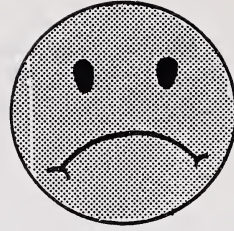
Guess who! It's Marvin again. Look at Marvin's face in the first picture. He looks pretty worried. doesn't he? I wonder why? Let's listen to what Marvin has to say.

"Oh boy, how did I ever get caught OUT of my mousehole. Just look at that cat! I'd better run! ZOOM! eeeeeee! OUCH! My tail! That cat caught my tail. Luckily I pulled free. Puff! Puff! Puff! It sure feels good to be IN my home again. It's not safe to be OUT. With all the cats around, all mice should be IN their own homes."

Look at the first picture of Marvin. Where does it say he is? (He is out of the mousehole.) Where is Marvin in the second picture? (He is in the mousehole.)



happy



sad

How does the first face look? How does the second face look? Read the words that tell about each face. Read the pairs of words we have just talked about.

up

|

down

out

|

in

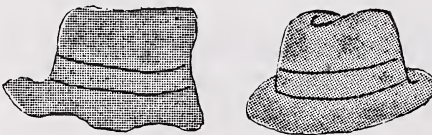
happy

|

sad

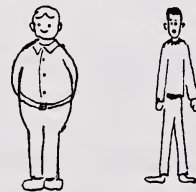
When we have two words which are very different in meaning from one another, we say the words are opposites.

Look at the pictures below. They show opposites. Tell me what each picture shows. For each picture say the words that are opposites.



old

new



fat

thin



empty



full



sister



brother

SECOND DAY

READING

Poem: What Does Little Birdie Say? page 82

Introduction and Teaching of Poem

Print the title of the poem for the child and let him read it. Give help where necessary. Discuss with the child what the little bird might be saying.

Read the poem while the child listens to find out what the birdie is saying. What does the birdie want to do?

Have the child open his book. What are both the bird and baby doing? Have the child think of other possible titles for the poem.

Discuss why the bird must stay in his nest a little longer. Why isn't the baby bird ready to fly away yet? Discuss what 'peep of day' (when the sun is rising, at the beginning of the day) and 'limbs' (arms, legs) mean.

Reread the poem. Let the child follow to find out what baby says. Discuss why the baby can't leave home yet, and how he needs a home and a family to take care of him.

Will baby bird really fly away? What will baby do?

Reread the poem once more. Be sure the child understands that the baby and the little bird will leave home when they are older and able to look after themselves.

Reading Exercise

Draw a picture to match the poem I have just read.
When you have finished drawing and coloring the
picture, you may tell me something about it.

Page 12 may be used for the child's drawing.

Turn to page 13.

Each bird on this page wants to fly away from his nest.
Each one needs a pair of wings. You can help the birds.
On each nest is printed a word. If you can say the word
you may draw a pair of wings on the bird so that it can
fly away. Try to give each bird a pair of wings.





Word Skills



Let's use our key to unlock some words.
You know the first word in each group.
Use it to help you unlock the word below
in each group. Use each new word in a
sentence.

play	in	let	star	red	skate
way	tin	met	far	fed	date
ball	fish	big	can	ride	make
fall	wish	wig	fan	tide	take

Choose the correct word to complete each sentence.
Print it on the line.

1. We will go to school this _____.

play way may

2. The maple sugar is in the big _____.

tin win fin

3. Are you ready to make a _____?

wish fish dish

4. Mother will _____ me for school.
 make take wake

5. We must go to _____ after the story.
 red bed fed

6. If I _____ I will hurt myself.
 wall fall call

Phonics



What does Eddie Elf have in his bag? Let's listen to what he has to say.

Hi! Today I have some words in my bag. I'd like you to listen to them.

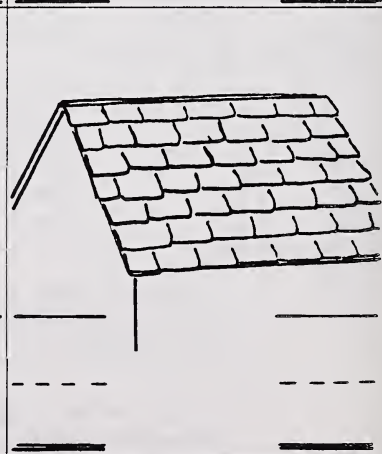
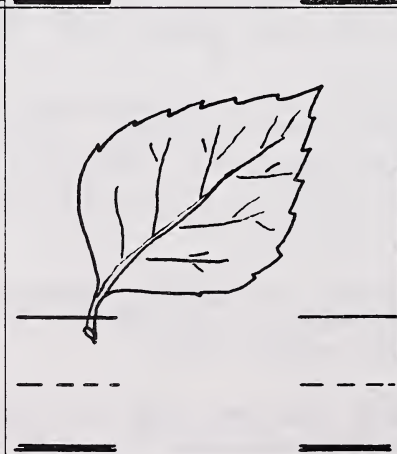
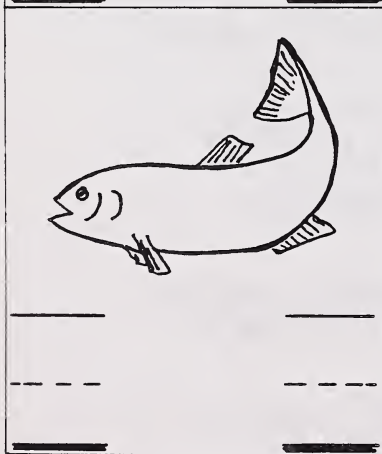
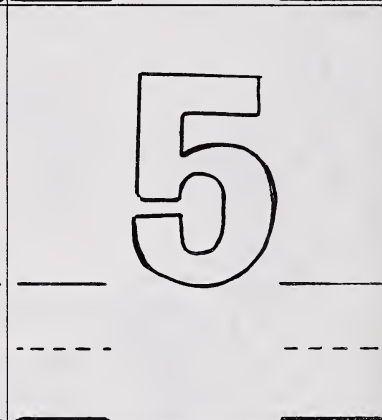
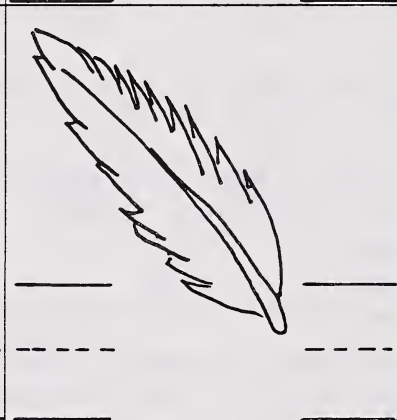
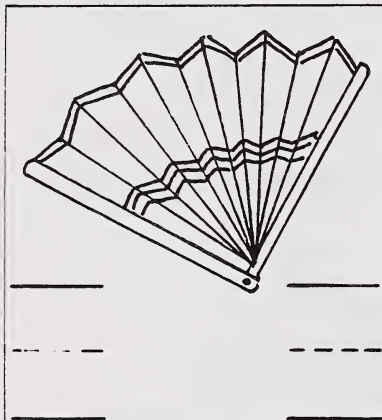
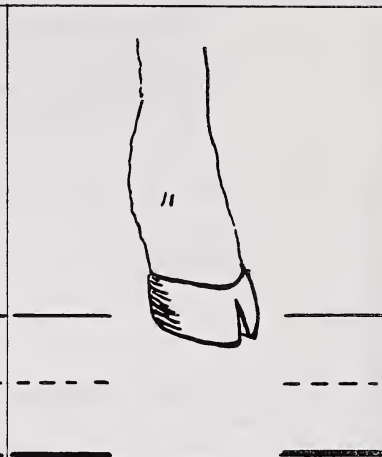
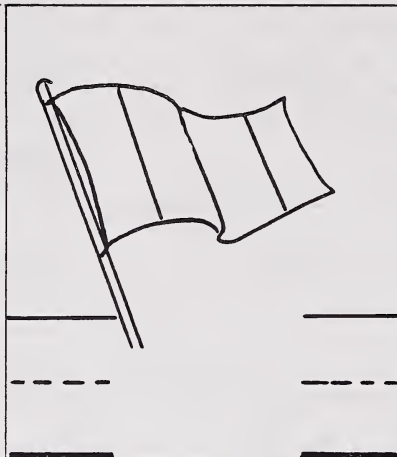
wife	life	whiff
puff	fluff	stuff
beef		

Did you listen carefully? Now I've got a big question for you. Can you answer it? Can you tell me how these words are alike? If you're not sure, listen to the words once more.

Each word ends with the sound made by f. Say each word after me. Listen carefully to the final sound of f. When you say f at the end of a word, you blow air through your teeth, don't you?

Look at each picture on page 16. Eddie Elf is wondering if these pictures begin or end with f. You can help him by putting f in the correct place.

If the word begins with the sound of f, put f before the picture. If the word ends with the sound of f, put f after the picture. One is done for you. Find it, then finish the work.





PRINTING

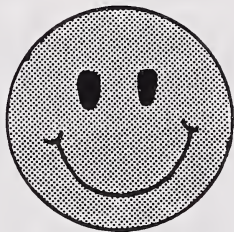
Help Eddie Elf finish printing the small letters of the alphabet.

After you have practiced printing the letters of the alphabet, say them aloud.

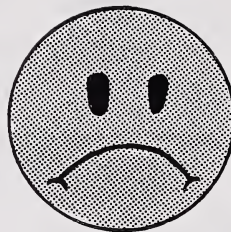
Trace over these. Then finish the alphabet.

Handwriting practice lines showing the first three letters of the alphabet (a, b, c) for tracing, followed by multiple sets of blank lines for independent practice.

LANGUAGE



happy



sad

What can you tell me about these two faces? Yes, one is a happy face and one is a sad face. How does your face usually look? I hope it's like the first one!

Yesterday we learned a name for pairs of words whose meanings are very different. Can you remember what we call those words? We say they are opposites.

Think of some words that are opposites. Say them to me. I will print them here for you.

_____	_____
_____	_____

Language

Look at each picture and at the word beside it.
Match the pictures and words that are opposites.
One is done for you. I wonder who did it! Can
you guess?

happy



run

boy



sad

walk



cry

laugh



girl



THIRD DAY

READING

Story: Mother Duck's Surprise Box, pages 83 - 89

Introduction

Do you like surprises? Aren't surprises fun? When do you get surprises? (Christmas, birthday)

Put on your thinking cap. What would you like most if someone were going to give you a surprise? On page 22 is a surprise box. In it draw whatever you would like to have. Your teacher will try to guess what you have drawn. She'll have to use some magic glasses so that she can see inside, don't you think?

New Words

Word Cards: bang, pushed, tumbled, jack-in-the-box, box, grass, open, pecked

Janet, John and Anne got a surprise one day. The surprise was in a box on the grass. Read the story about their surprise.



Janet saw something on the grass.

It was a big red box.

She called Anne and John to come.

They saw the box too.

A chicken pecked at the box.

Anne pushed the box. It was too big for her.

Janet tumbled the box.

John made a big, big, bang on the box.

The box came open.

Out jumped a funny jack-in-the-box.

The children liked the new toy.

Guided Reading

Have the child find today's story in the Table of Contents and then find the correct page number.

Page 83

Look at the picture. What do you think is in the box? Read the first part of the page to yourself. Why did Mother Duck get up early? Read the rest of the page to find out why Mother Duck stopped. What was in the grass? What color was it?

Page 84

Read the first part of the page to yourself. Where did Mother Duck go? What do you think Mother Duck is going to tell the animals? Read the rest of the page to find out. What does she tell the animals? What does she want the animals to do? Why do you think Mother Duck calls the box a surprise box?

Page 85

Look at the picture. Do you think the animals know what the box is? Read the page to yourself to find out. Who guesses that it is a surprise box?

Page 86

Read the first four lines to yourself. What does Mother Duck want the other animals to do? Why do you think Mother Duck wants to take the box to the barnyard? How do you think they will get the box there? Read the rest of the page to yourself. Why do you think Mother Duck had to help Rooster?

Page 87

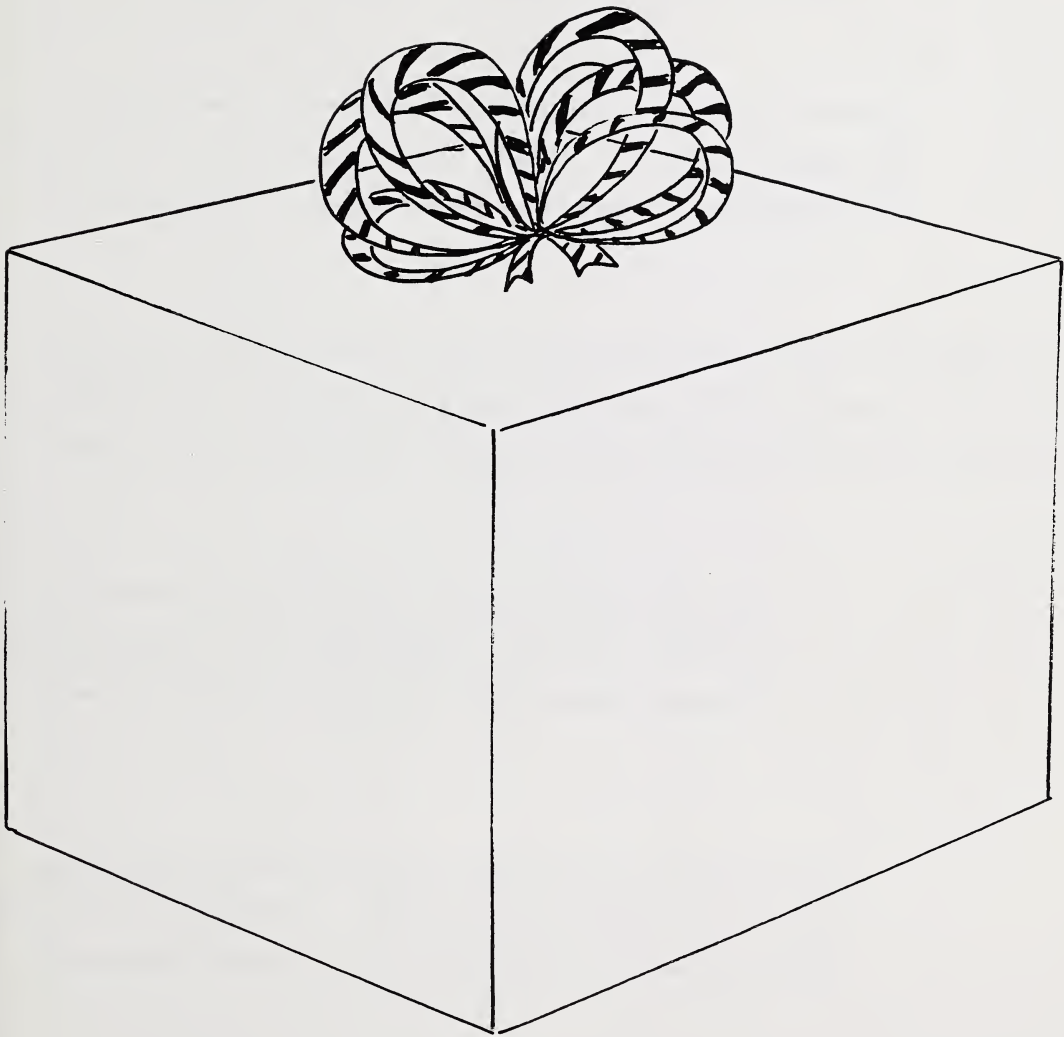
Read the first five lines to yourself. Were they able to tumble the box into the barnyard?

Reading Exercise

Come Along With Me Workbook, page 53

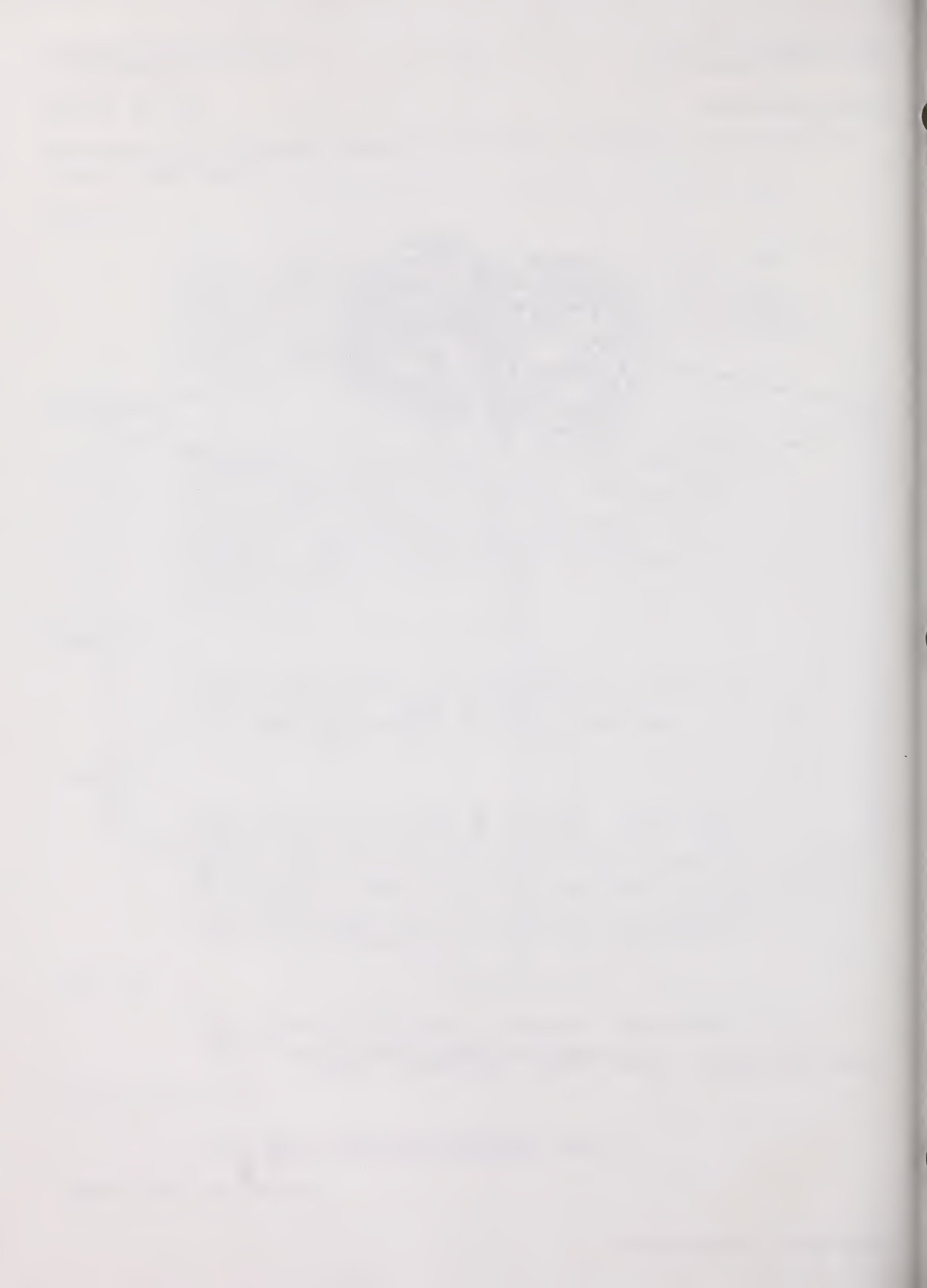
SEND FOR CORRECTION

Reading Exercises



TO MY TEACHER: GUESS WHAT SURPRISE I WANT?

SEND FOR CORRECTION



Marvin's been here again! He's left a message for you. He says, "Can you unscramble these sentences? The words are mixed up."

Give Marvin a happy surprise. Unscramble each sentence. Glue it correctly on the next page.

1. early. up Mother Duck got

2. Mother Duck. animals The went with

3. over. tumbled box The

4. box. Mrs. Cow pushed the

5. the What Surprise Box? in is



Word Skills

b

c

g

s

j

Anne was playing with her blocks. She left these on the floor. Use the letters on these blocks to make words below. The first letter of every word is missing.

__ake

__ar

__ig

__and

__ook

__og

__at

__ook

__ay

__and

__ang

__at

__ee

__un

__ake

__un

SEND FOR CORRECTION

Come Along With Me Workbook, page 54

SEND FOR CORRECTION

Phonics

Let's look back at some letter sounds we've learned. Tell me a word that begins with the s sound. Tell me a word that ends with the s sound. (Follow the same procedure for d, t, g, l, and m.)

Come Along With Me Workbook, page 55

SEND FOR CORRECTION

PRINTING



Help Eddie Elf finish printing the capital letters. The ones he has done are very good. Make Eddie Elf proud of you. Print the letters neatly and correctly.

Trace over these. Finish the alphabet.

A B C D

FOURTH DAY

READING

Story: Mother Duck's Surprise Box, pages 83 - 89

Introduction

What do you think is in Mother Duck's Surprise Box?
Do you think the animals will find out what is in the
Surprise Box?

Pretend you are one of the barnyard animals. If you
were, what would you like to find in the Surprise Box?
Draw a picture of it on the next page.

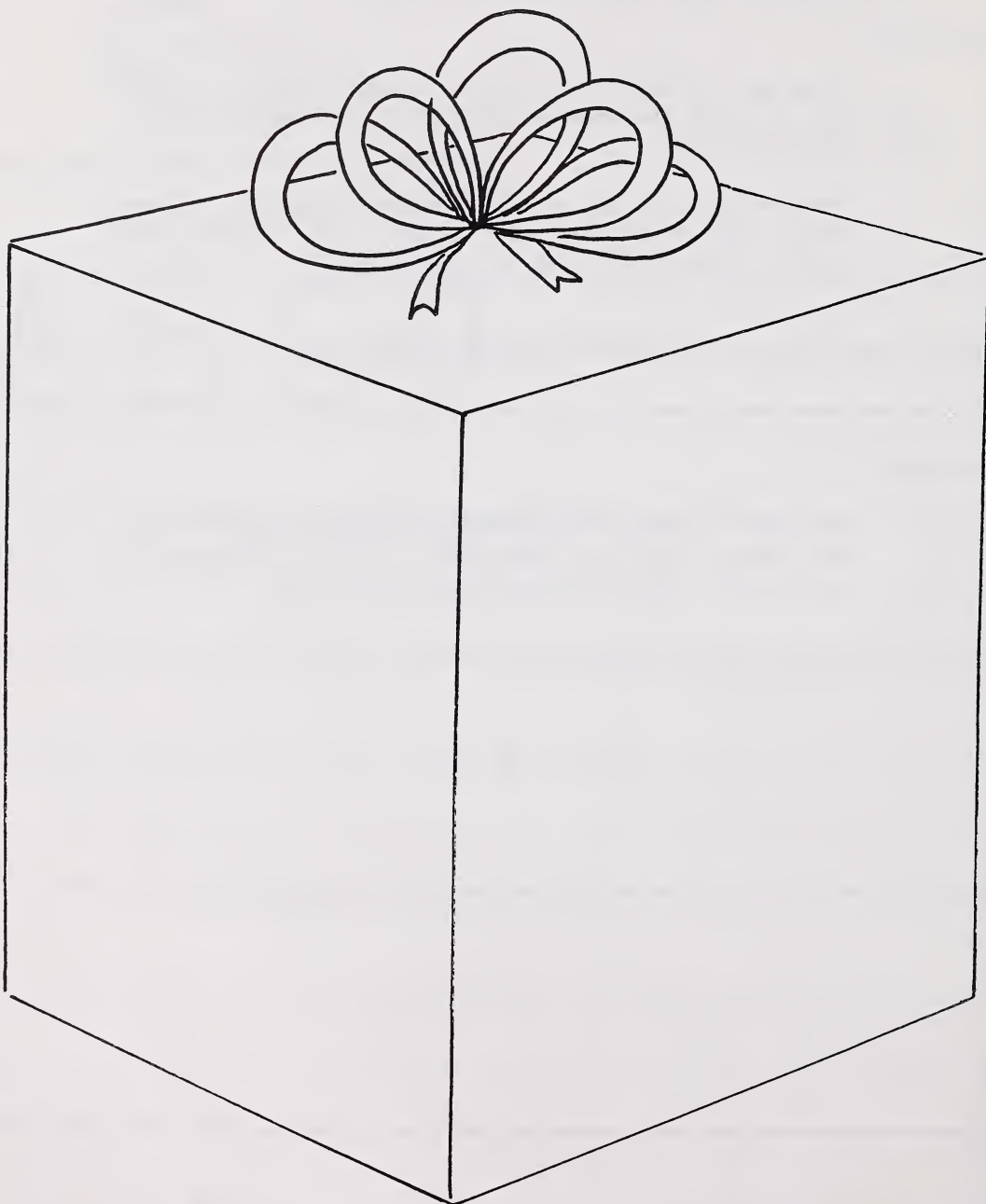
Help the child fill in the blanks at the top of the page.

Word Drill

On page 28 you will find Mother Duck's Surprise Box.
She wants to get it to the barn. You can help her by
reading the word on each step to the barn.

I am a _____.

In my Surprise Box I want _____.





jack-in-the-box

peck

open

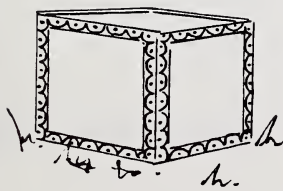
grass

box

tumbled

pushed

bang



Guided Reading

Page 87

Now that the animals have the box in the barnyard, what do you think they will do? Who do you think will open the box? Read the page to find out who would like to open the box.

Page 88

Read the first four lines to yourself. Who is going to open the box? How do you think Mother Duck will do it? Do you think she will be able to open it? Read the rest of the page to find out. What did she do to get the box to open?

Page 89

What do you think the animals did when the box flew open? Read the first six lines to yourself to find out. Why do you think all the animals ran away? Who do you think owns the jack-in-the-box? Read the rest of the page to yourself to find out. Was it really a surprise box? Do you think Mother Duck would like what is in the box?

Reading Exercises

Number the sentences below in the order in which they happened in the story. Someone helped you find number 1. I'm sure you can guess who it was!

- ___ Mother Duck runs to tell the animals.
- ___ The animals are afraid.
- ___ Mother Duck pecks open the box.
- 1 Mother Duck finds a Surprise Box.
- ___ They push the box to the barnyard.

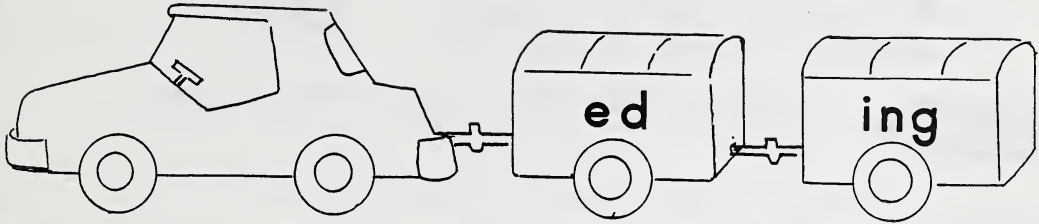
SEND FOR CORRECTION

Come Along With Me Workbook, page 56

SEND FOR CORRECTION

Word Skills

Add **ed** and **ing** to each word below.



laugh

turn

crow

call

bang

push

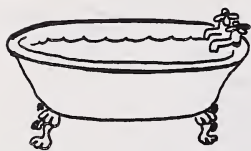
open

peck

Read the new words you have made.

SEND FOR CORRECTION

Phonics



Rub and scrub as you sit in
the tub.



Bob eats corn on the cob.



The cub went up to the club.

Read each sentence twice.

Underline the words that end with b.

Have the child look at the words that are underlined. Ask him if he can see anything about them which is alike. Help him to discover that they all end with the sound of b.

Say each word once more. Have the child repeat the word. Then do the following exercise:

Listen carefully as I say each group of three words.
One word ends with the sound of b. The other two
words do not end with the sound of b. Tell me which
word ends with the sound of b.

train

plate

sheep

fire

leaf

Bob

rob

nail

rib

rake

road

rub

boat

cob

bang

cub

crib

beat

bird

better

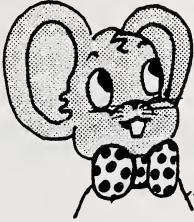
bat

band

nib

been

PRINTING



Read the printing exercise for today.
I will help you if you have trouble with
some of the words. Practice printing
the sentence you just read. At the
bottom of the page, draw a picture that
tells about the sentence you printed.

Trace over the letters in the words below.

Rub and scrub as

you sit in the tub.

LANGUAGE

When we have two words like up and down, that are very different, what do we call them? That's right, we say they are opposites. Here is a list of words that are opposites. Match the pairs of words that are opposites. The first one is done for you.

play	out	big	run
up	work	walk	old
in	bad	happy	little
good	down	new	white
		black	sad

SEND FOR CORRECTION

FIFTH DAY

READING

Story: Mother Duck's Surprise Box, pages 83 - 89

Introduction

The animals got a surprise when the box opened. Did you get a surprise too? Did the farmer's boy like what he saw when he came out? What did he do with the Surprise Box?

Word Drill

Today I want you to pretend that your lesson is going to be a Surprise Box. You are going to send it to your teacher. What's going to be in the Surprise Box?

On the next page there are some words. For each word you can say you may color the circle next to it. I hope you will be able to send your teacher a Surprise Box with every circle colored!

Rereading

Have the whole story reread orally. Encourage the child to read with expression, that is, the way the animals would have said it.

- | | | |
|----------------------------|----------------------------|--|
| <input type="radio"/> rope | <input type="radio"/> fun | <input type="radio"/> cock-a-doodle-do |
| <input type="radio"/> real | <input type="radio"/> he | <input type="radio"/> jack-in-the-box |
| <input type="radio"/> torn | <input type="radio"/> do | <input type="radio"/> flashlight |
| <input type="radio"/> bang | <input type="radio"/> stay | <input type="radio"/> wings |
| <input type="radio"/> his | <input type="radio"/> them | <input type="radio"/> called |
| <input type="radio"/> gate | <input type="radio"/> that | <input type="radio"/> bumps |
| <input type="radio"/> boy | <input type="radio"/> dog | <input type="radio"/> bother |
| <input type="radio"/> just | <input type="radio"/> but | <input type="radio"/> sugar |
| <input type="radio"/> seen | <input type="radio"/> am | <input type="radio"/> maple |
| <input type="radio"/> met | <input type="radio"/> give | <input type="radio"/> puppy |
| <input type="radio"/> goat | <input type="radio"/> has | <input type="radio"/> pushed |
| <input type="radio"/> sit | <input type="radio"/> my | <input type="radio"/> tumbled |
| <input type="radio"/> she | <input type="radio"/> will | <input type="radio"/> thank |
| <input type="radio"/> or | <input type="radio"/> this | <input type="radio"/> ready |
| <input type="radio"/> book | <input type="radio"/> it | <input type="radio"/> catch |
| <input type="radio"/> get | <input type="radio"/> they | <input type="radio"/> there |
| <input type="radio"/> be | <input type="radio"/> want | <input type="radio"/> hang |
| <input type="radio"/> ran | <input type="radio"/> are | <input type="radio"/> were |
| <input type="radio"/> take | <input type="radio"/> too | <input type="radio"/> school |
| | | <input type="radio"/> rabbits |

Reading Exercises

Come Along With Me Workbook, page 58

SEND FOR CORRECTION

In order that the child can complete the workbook page 58, dictate the list of words given on this page.

Direct the following instructions to the child.

Listen carefully.

Underline in red the words I say to you.

Line 1:	boy	now	doesn't	tell
Line 2:	afraid	cried	again	went
Line 3:	open	him	crow	wings
Line 4:	fast	was	soon	breakfast
Line 5:	morning	rooster	made	try

Circle with black crayon, the words I say to you.

Line 1:	box	ran	does	hurt
Line 2:	friend	laughed	your	want
Line 3:	bang	his	grass	pond
Line 4:	just	saw	so	farmer
Line 5:	myself	street	met	flew

Word Skills

Have the child look at the first pair of words at the bottom of this page. Ask him to find, say and underline a word that means something we can drink from. Then have him tell what the other word is and use it in a sentence.

Follow the same procedure for numbers 2 to 14, giving the following clues.

Say and underline a word that means:

2. another name for a pig.
3. a word that rhymes with book.
4. something small, brown and furry.
5. At a concert some people did this.
6. If you did not get to school on time, you were ____.
7. something that will sting you.
8. something you keep jam in.
9. an animal.
10. something to serve food in.
11. something a bird needs to fly.
12. a place where people live.
13. something to use to keep cool.
14. the color of a fire engine.

1. cot - cup

8. jar - jet

2. his - hog

9. gun - goat

3. hook - hall

10. dig - dish

4. mouse - mop

11. way - wing

5. side - sang

12. take - town

6. lump - late



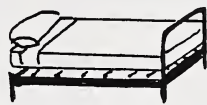






13. fan - fin

7. band - bee

14. red - ring

Word Skills

Circle the word that matches the picture.

 <p>cup cot coat</p>	 <p>fan fin fog</p>	 <p>cup car cot</p>
 <p>get goat gun</p>	 <p>jar jet jump</p>	 <p>hog his hall</p>
 <p>boat band bee</p>	 <p>dig dish dog</p>	 <p>met mop mouse</p>

SEND FOR CORRECTION

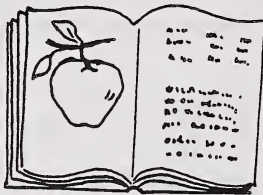
Phonics

Place page 39 in front of the child.

The word for each picture on page 39 is missing its first and last letter. Look at each picture. Say its name. Think carefully of its beginning and ending sounds. Fill in the missing letters. The first word is done for you.



__ u __



__ oo __



__ ol __



__ abbi __



__ u __



__ i __



__ u __



__ it __



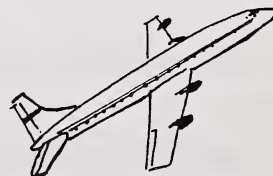
__ o __



__ i __

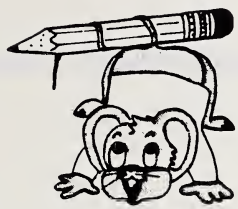


__ ioli __



__ e __

PRINTING



Print the practice exercises you did on the first day and fourth day. Do your very best. Your teacher is looking forward to seeing your printing.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines on the page.

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 12, 22, 23, 27, 29, 35

Workbook

Come Along With Me

pages 51, 53, 54, 55, 56, 58

Word Skills

pages 24, 30, 38

Phonics

pages 16, 39

Printing

pages 17, 25, 40

Language

pages 19, 33

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

Signature

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Grading Scale:

- VG - Very Good
- G - Good
- NA - Needs Attention
- U - Unsatisfactory

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Unit: Fun With Friends, page 91

Poem: Clouds, page 92

Introduction

Introduce the unit by having the child read the name of the unit and look at the picture on page 91.

Discuss what is happening in the picture. Have the child find Anne, Mary, John and Janet. Ask who the child thinks the other boy and girl are. Talk about what to wear on a day like this, and what the children can do when it rains.

Poem

Have the child close his book.

Tell him that the name of the poem is Clouds.

Have him listen with his eyes closed while you read the poem. Tell him to try to imagine how clouds look.

When the child finishes his description, have him open his book and compare the picture in his mind with the picture in the book.

Reread the poem and ask the following questions.

What question does the poet ask at the end of the poem?

Are the sheep real?

What are they? (clouds)

What is the blue hill? (sky)

Why do clouds sometimes stand still and other times move?

Read the poem once again. Have the child listen for rhyming words.

Reading Exercise

Have the child use the art page that follows to make a picture to match the poem. If you have any cotton batting at home, it may be used to make interesting clouds.

Word Skills

Each word below is missing its beginning letter. I will say a word that begins with the same sound. Listen to the beginning sound of the word. Print the beginning sound you hear. Say the word you completed.

The list of words to be read is found on page 4.

1. __og

6. __and

2. __ake

7. __ot

3. __at

8. __oat

4. __ump

9. __ay

5. __ook

10. __ig

11. __ate

Come Along With Me Workbook, page 76

SEND FOR CORRECTION

PRINTING

For printing practice today, print the child's name. Under it print the city or town where the child is living. For example:
Calgary, Alberta.



Print your name. Print the name of your home town or city. Do your very best printing. Your teacher is waiting to see your work.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines provided for practice.

LANGUAGE

Compound Words

in	to
----	----

some	one
------	-----

snow	ball
------	------

Do you remember how to make compound words?
You put two small words together to make one
larger word. Read these compound words.

dog + house = doghouse

fish + net = fishnet

cow + boy = cowboy

dish + pan = dishpan

pig + pen = pigpen

dish + rag = dishrag

bath + tub = bathtub

On the line beside each compound word draw a
picture to match the word.

List of words to be read for Word Skills, page 2.

- | | |
|----------|-----------|
| 1. let | 7. help |
| 2. came | 8. bag |
| 3. hurry | 9. dig |
| 4. bang | 10. wagon |
| 5. long | 11. goat |
| 6. sun | |

SECOND DAY

READING

Story: Playing in the Rain, pages 93 - 101

Introduction



One day when it rained John put on his raincoat and went out in the rain. He had fun. As he slish-sloshed down the street this is the verse he said to himself.

Rain on the green grass,
And rain on the tree
And rain on the house-top
But not upon me!

*Taken from: Time for Poetry, published by
W.J. Gage, Box 55, Scarborough, Ontario.*

How was John dressed? Do you think that he had an umbrella?

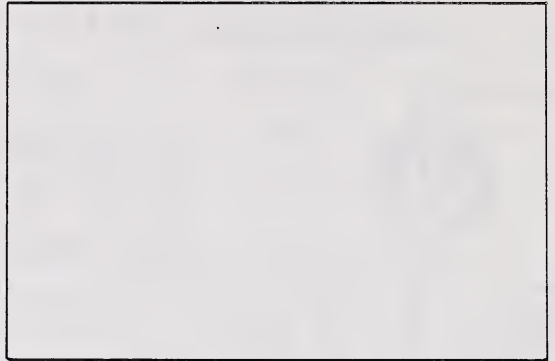
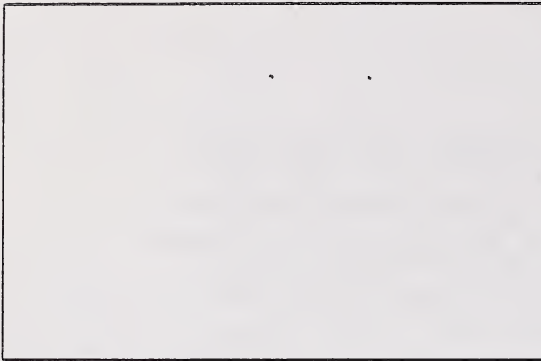
The next day when John was walking home from school, he said this verse.

The storm came up so very quick
It couldn't have been quicker.
I should have brought my hat along,
I should have brought my slicker.

My hair is wet, my feet are wet
I couldn't be much wetter.
I fell into a river once
But this is even better.

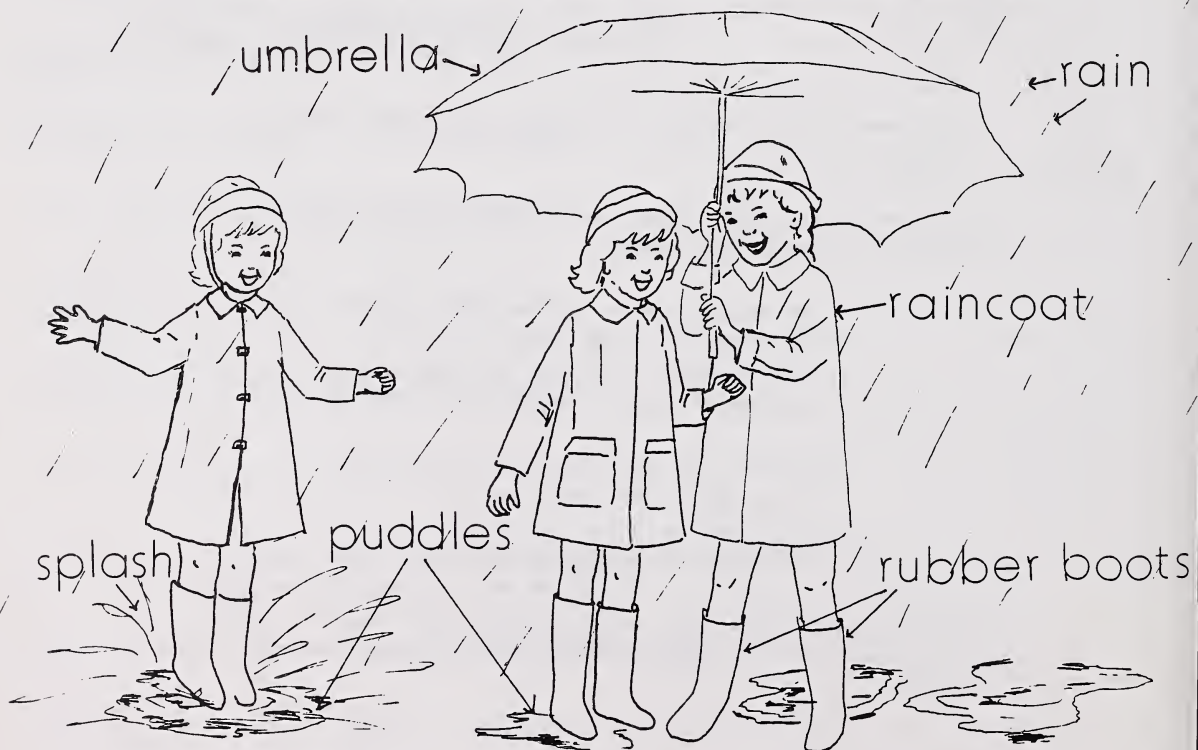
How do you think John was dressed this time? Do you think that he minded being wet? How do you know?

In the first space draw a picture of how you think John looked the day he was dressed for the rain.
In the other space draw a picture of how you think John looked the day he was not dressed for the rain.



New Words

Word Cards: raincoat, rain, puddles, dry, rubber boots, don't
back, Nancy, race, children, splash, sorry



Use the above picture to lead the child to a discussion about rain. Ask him if he can think of any rain words. If he mentions any of the words from the picture, have him try and find them in the picture. Then have him match the word cards to the words in the picture.

When Janet and John were out playing in the rain they met a new friend. Her name was Nancy. When she got home she talked with her mother. Can you read what she said?

"I met some new children.
We had a race in the rain.
I am sorry my coat is wet.
My boots are not dry.
I cannot find my hat."

This is what Nancy's mother said.

"Go back to John's house, Nancy.
Find the yellow hat.
Do not splash in the rain.
Don't get wet."

Guided Reading

Page 93

What is John looking at? Read the first four lines to yourself to find out. Look at Janet. How do you think she feels about the rain? Finish reading the page to yourself. Does Janet want to go out in the rain? Whom did Janet say they must ask?

Page 94

Who else do you think might like to go with them to play in the rain? Read the first eight lines to find out. Did Anne want to play in the rain too? What do you think they should wear to play in the rain? Read the rest of the page to find out. Whom does Janet go to ask about playing in the puddles?

Page 95

Do you think Mother will let the children go out to play in the rain? Read the first four lines to yourself to find out. Read the rest of the page to yourself to find out what Mother tells them not to do. Where does Janet say they will play?

Page 96

Read the first eight lines to yourself. Who else does Janet want to ask to go with them? Who is going to get Peter and Nancy? What is Janet going to do while John is gone? Read the rest of the page to yourself. When John came back, who was with him? What did Mother say? Who didn't have any rubber boots? What do you think she will do without them? Will she be able to play in the puddles without them? Let's read the next page to see.

Page 97

Read the first three lines to yourself.
Will Mary be able to play with them?
Read the next three lines to yourself.
What does Mary say to John?
Read the next five lines to yourself.
What does Mother tell Janet to do?
What does she tell Nancy to do?

Reading Exercises

Come Along With Me Workbook, pages 60 and 62

SEND FOR CORRECTION

Word Skills

Join each short word to the longer word that begins with the same letters.

skip

splashing

give

racing

race

taking

splash

skipping

run

turning

try

giving

take

trying

turn

running



Do you remember what the key means? It means that we'll open up the big word box today and use the key to unlock some new words. I am sure you will be able to read each one. Each word below ends the same as a word you have already learned. It will rhyme with the word that you know.

Space is left above each new word. If the child is not able to read the word, print, in the space provided, a rhyming word that the child has learned.

Jake

jay

Jed

jar

jig

lake

lump

land

lot

lay

cook

cup

cot

cat

cake

rang rat ray rot ring

hate hook hay hog hide

sake side sand

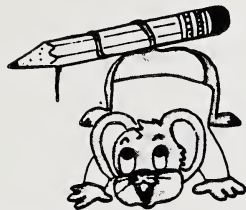
net Nan Ned

Write a short report indicating which words caused most difficulty. Note whether the student found this exercise easy or difficult.

SEND THIS REPORT WITH THE LESSON.

Come Along With Me Workbook, page 59

SEND FOR CORRECTION



PRINTING

Read these rain words.

Practice printing them. At the bottom of the page draw pictures to match the rain words.

splashes puddles

boots umbrella

sp pour

booc um



LANGUAGE

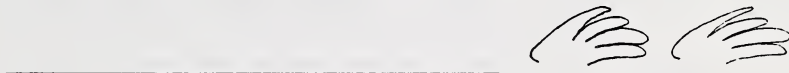
Let's Look Back

1. Make each of these words mean more than one.
Print the new word on the line beside the given
word. The pictures will give you a clue.

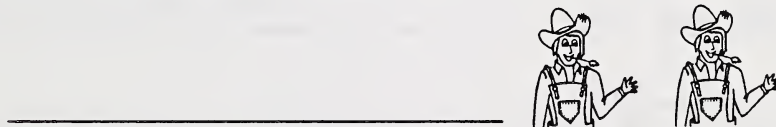
puddle



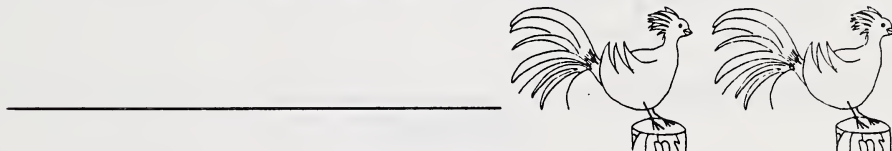
wing



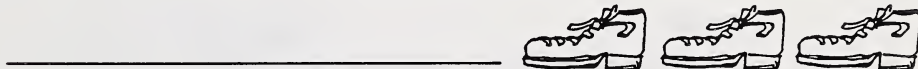
farmer



rooster



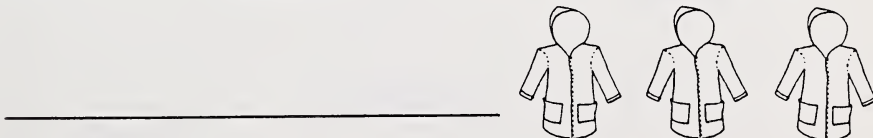
boot



cow



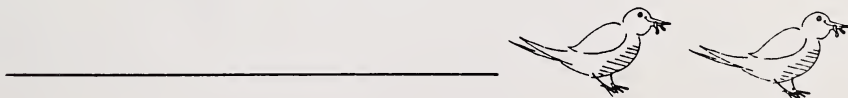
raincoat



boy



robin



2. Change each of the following phrases to show who owns each thing. The first one is done for you.

Peter book Peter's book

the cow breakfast _____

John raincoat _____

Nancy boots _____

the goat box _____

my friend cat _____

Anne puppy _____

SEND FOR CORRECTION - Exercises 1 and 2

THIRD DAY

READING

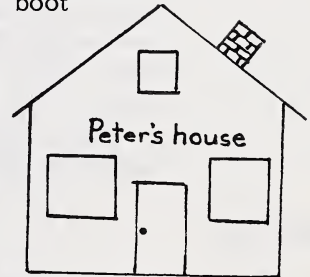
Story: Playing in the Rain, pages 93 - 101

Introduction

Can you remember what happened in our story yesterday? Where did the children go to play? What did they wear? What did Mother tell them not to do?

Word Drill

Here are some puddles that John wants to walk through to get to Peter's house. Help John by saying the word in each puddle. Draw John's boot in each puddle if you can say the word. If you don't know the word, draw John's boot upside down in the puddle.



children

raincoat

rubber boots

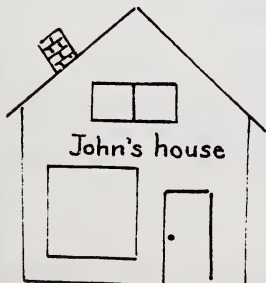
rain

puddles

Nancy

sorry

splash



back

don't

race

dry

Guided Reading

Page 97

Read the bottom of the page. What does John suggest that they play? How do you think they play that game?

Page 98

Read the page to yourself. It will tell you how the children play this game. What things did John have them do? What do you think is another name for this game?

Page 99

Read the first three lines to yourself. Does Nancy remember what Mother told her to do? Read the next four lines. Did Peter and John slow down for the small girls? Read the next four lines to yourself. Why did Nancy say stop? Finish reading the rest of the page to yourself. What is Nancy going to do? Read aloud the sentence that tells you whom Nancy is going to play with.

Page 100

Do you think Peter and John will stop now? Read the first three lines to yourself to find out. Read the next two lines to yourself. What are the boys going to do? What do you think might happen? Finish reading the rest of the page to yourself. What did happen to the boys? Did they both fall? What did Mother say when she saw the boys?

Page 101

Read the first five lines to yourself to see how the boys feel now. What do you think will happen now? Read the rest of the page to yourself to find out. What does Mother tell the boys to do?

When the reading of the story has been completed, spend a few minutes discussing how the children acted in the story. Discuss which children did as they were told and which did not. Discuss the consequences Peter and John experienced.

Reading Exercises

Underline the correct word or phrase for each blank.
Think carefully about the story before choosing your
answer.

1. _____ had no Mary
rubber boots. Anne
Nancy
2. "May we play in the Anne
rain?" asked Janet
_____. John
3. _____ led the Janet
children. Peter
John
4. _____ went too Peter and John
fast. Nancy and Janet
Anne and Mary
5. _____ did not John and Peter
see the puddle. John and Anne
Peter and Janet



Draw pictures of how children should dress to match these weather words.

Rain

Snow

Sun

Wind

Word Skills

Read this word.

farmer

Look at this word. Read it. What is missing? (er)

farm

Read this word.

help

Look at this word. What has been added? (er) Read it.

helper

Look at each of the words below. Print the new word that is made when er is added. Read each new word and use it in a sentence for me.

fast + er faster

jump + er _____

soon + er _____

read + er _____

wash + er _____

Come Along With Me Workbook, page 61

SEND FOR CORRECTION

Direct the child to complete each word by using the letters h, m or n. Then have the child read the words to you.

h

m

n

__ot	__ump	__et	__ay
__op	__ide	__ed	__an
__ook	__all	__is	
__ouse	__at	__ate	

SEND FOR CORRECTION

Words to be read for the Phonics Exercise on page 19.

- | | | | |
|--------------------|------------------|---------------------|---------------------|
| 1. read <u>u</u> | 6. pull <u>l</u> | 11. far <u>r</u> | 16. gas <u>s</u> |
| 2. duck <u>u</u> | 7. bus <u>s</u> | 12. calf <u>f</u> | 17. milk <u>l</u> |
| 3. stop <u>p</u> | 8. term <u>m</u> | 13. rub <u>b</u> | 18. mug <u>g</u> |
| 4. forget <u>t</u> | 9. ox <u>x</u> | 14. camel <u>l</u> | 19. ribbon <u>n</u> |
| 5. lemon <u>n</u> | 10. rag <u>g</u> | 15. racket <u>t</u> | 20. paper <u>r</u> |

Phonics

The words to be read aloud can be found on page 18. Give the following directions.

Listen carefully to each word I say.

On each line print the letter for the last sound you hear.

- | | | | |
|----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ |

SEND FOR CORRECTION



PRINTING



Yesterday you had some rain words to print.
Today the sun is shining. Finish this sentence
for me. I will print what you say. Then you
may practice printing it.

When it is sunny I

like to

When

it

If some letters need more practice print them again
below.

LANGUAGE

The lesson today will be based on the poem Wading Song, page 102 of Come Along With Me.

Read the title of the poem to the child. Ask the child if he knows what the word wading means. Have him tell you when he would go wading (before or after a rain) and what he would wear. Ask the child why he likes to wade, or does not like to wade in puddles.

Read the poem and have the child listen to find out who is wading. Read the poem a second time while the child follows in his book. Following the second reading ask these questions:

Who are the three little ducks?

Why do you think the children are called ducks?

What time of the year is it? How do you know?

The child should be able to read the poem himself with the exception of the words wading and springtime. Point out these words to the student. Have the student read the poem aloud.

Have the child read through the poem to find these things.

rhyming words

words that mean more than one

a compound word

words that end with ing

a word that is the opposite of big

On the page that follows draw or paint a picture that tells about the poem. You may cut out pictures from magazines and catalogues and paste them on your picture. You may also paste materials like cloth or cotton batting, to make your picture interesting.



FOURTH DAY

READING

Story: A Ride in the Country, pages 104 - 110

Introduction

Can you remember the name of the unit of stories we are reading now? If you cannot, look at page 91. The name of our unit is Fun With Friends.

Can you remember what the first story was about? The boys and girls were playing together in the rain. The first story was called Playing in the Rain.

New Words

Word Cards: all, cookies, country, spring, frog, flowers, lunch, of

The story we'll read today is called:

Have the child read the title given here.

A Ride in the Country

Read this story.

It is spring.

We can go for a ride in the country.

All the children can ride in the car.

Mother will make a lunch of cookies and



We will get flowers for Mother.

We will find a little green frog at the pond.

Read the line that tells what season of the year it is.
Read what Janet said about their ride in the country.
Read what the children will do in the country.

Guided Reading

Page 104

What are John and Janet doing in the picture?
What does Mother seem to be doing? Read this
page to yourself. What does Mother want to do?

Page 105

Read the first three lines to yourself. What does
Janet want to do? Do you think Mother will want to
do this? Read the next five lines to yourself. What
will they have to do to get ready? Finish reading
the page to yourself to find out what each one will
do. One sentence tells us that it has been raining.
Read it aloud.

Page 106

Read the first six lines to yourself. What does Anne
want? What does Mother say? Read the next six
lines to yourself. What is John told to do? What is
Peter, Nancy and Mary's last name? Finish reading
the page.

Page 107

Read the first seven lines to yourself. Where did
John see the other children? Were they able to come?
What should the children do before they say they can
go? Read the next line to find out. To find out if
Mrs. Green will let them go, finish reading the page
to yourself.

Page 108

Read the first six lines to yourself to find out what
Mrs. Green will want to do. What did John say?
Mrs. Green offers something else. Can you guess what
it is? Read the next six lines to yourself to find out
what she gives John. Read the rest of the page to
yourself. What else does Mrs. Green have the children
take along?

Page 109

Read the first four lines to yourself. What are the
children doing? Read the rest of the page to find
out how the children played this game.

Page 110

What do you think the children did as soon as they stopped? Read the page to yourself. What did the children do after lunch? What did Mary try to catch? What did they do at the pond? What did Janet see? What did Anne see?

Reading Exercises

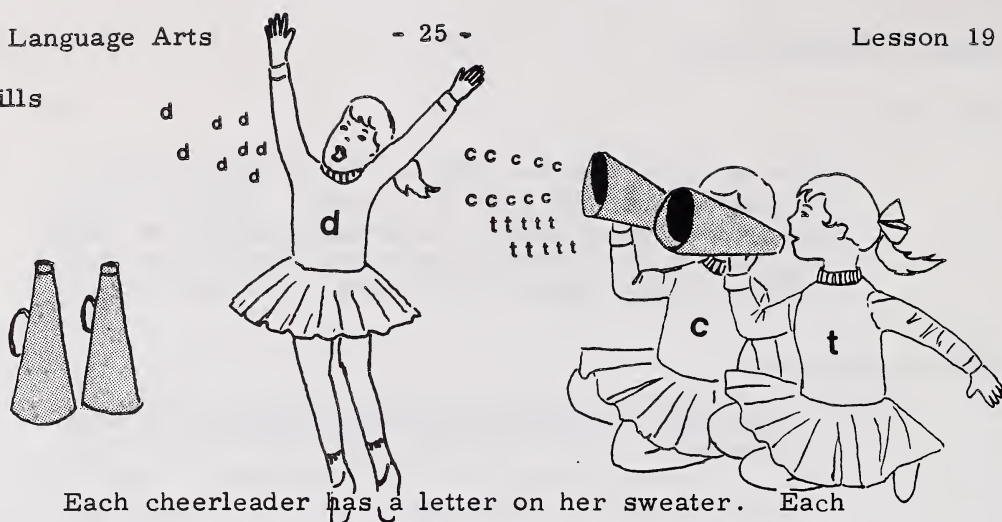
1. Number the sentences as they happened in the story.

_____ Janet helped Mother make a lunch.
_____ Mother said, "Spring is here. We
_____ can go for a ride."
_____ John ran to ask if Mary, Peter and
_____ Nancy could go for a ride too.
_____ Mrs. Green gave John some cookies
_____ for lunch.

2. Number these sentences as they happened in the story.

_____ Then they had lunch.
_____ After lunch Mary saw a baby robin.
_____ The children played "I Like the
_____ Animals."
_____ Anne saw a frog.
_____ Janet saw some flowers.

Word Skills



Each cheerleader has a letter on her sweater. Each word below is missing its beginning letter. Use one of the letters the cheerleaders are shouting to finish each word.

___ot	___all	___ake
___ake	___ar	___ook
___ook	___own	___all
___an	___og	___own

Cross out the word that does not belong in each sentence. A little mouse did the first one for you!

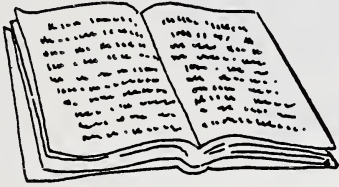
1. (Take, Cake) the rubber boots to school.
2. The ball is (town, down) in the box.
3. (Look, Took) at the big puddles!
4. I don't want a red (ball, call).
5. Mother will make a (take, cake).

SEND FOR CORRECTION

Phonics

Let's Look Back

Marvin has been putting together the pairs of pictures on the next page for you. He says they are pairs of rhyming words. I want you to check Marvin's work! If the pair of words rhyme, circle yes. If they don't rhyme, circle no.



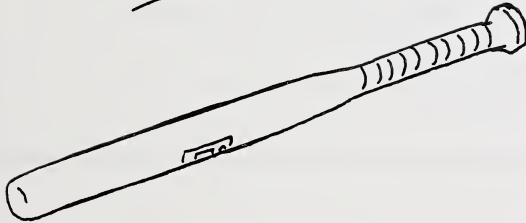
Yes

No



Yes

No



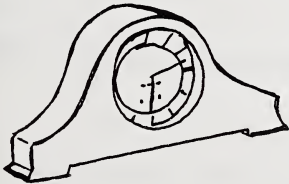
Yes

No



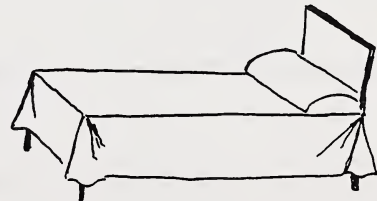
Yes

No



Yes

No

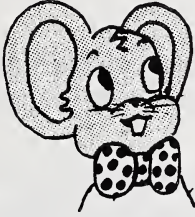


Yes

No



PRINTING



Below you will find some words.
Read the words. Tell me one
rhyming word for each. I will
print it below for you. Practice
printing all the words.

boat toy cake

oor to cat

LANGUAGE

Compound Words

Below there are some compound words. You know that a compound word is a big word made up of two smaller words.

Read each compound word.

Draw a line between the two small words that make up the larger word. The first one is done for you.

raincoat

without

schoolyard

into

himself

farmyard

within

sometime

playhouse

Come Along With Me Workbook, page 66

SEND FOR CORRECTION

FIFTH DAY

READING

Story: A Ride in the Country, pages 104 - 110

Introduction

Do you think the children enjoyed their ride to the country yesterday? What do you think was the best part of the trip to the country? Why?

Word Drill

Would you like to go for a ride? You can even be the driver!

On the next page you will find a road from the zoo to your home. Do you think you can find the way? There are lots of big holes in the road. If you can read the word in each one, that means you were able to drive around the holes. If you cannot read the word, it means you went into the hole and need help to get out. Put an X on the hole that you went into so that other drivers won't go into the hole, too.

Rereading

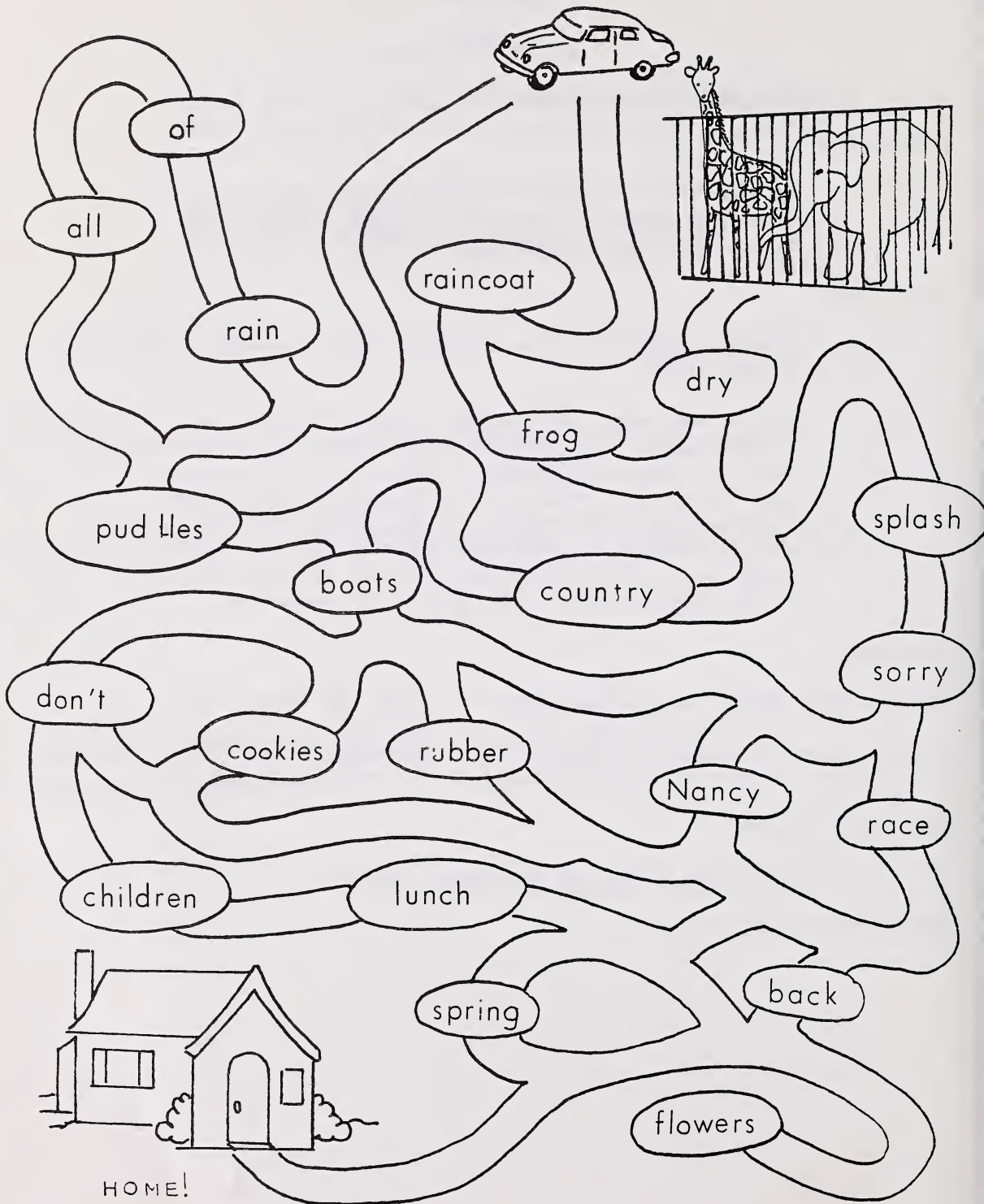
Let the child choose the way he wishes to reread the story today.

He may choose to read the complete story, to take the part of one character, to read part of the story and then act out part while you read it.

Reading Exercises

Come Along With Me Workbook, page 67

SEND FOR CORRECTION



Word Skills



Use your magic key to help you unlock these new words.

fish	sit	tin	big	sing
wish	fit	fin	fig	wing
	pit	win	wig	ping
		pin	pig	
ball	let	fun	man	
fall	get	gun	fan	
wall	wet		pan	
	pet			

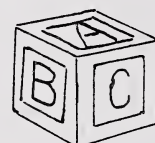
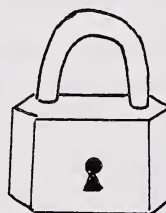
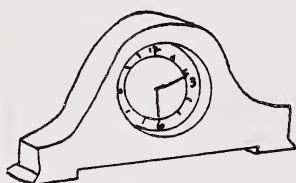
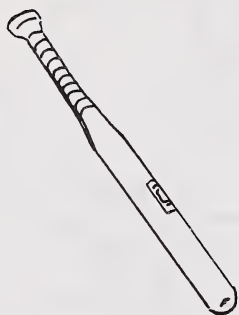
Come Along With Me Workbook, page 68

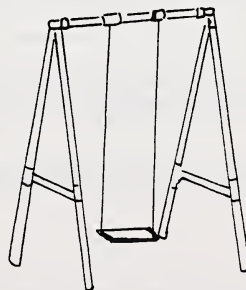
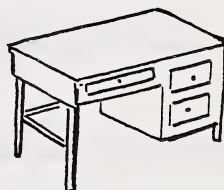
SEND FOR CORRECTION

Phonics

Let's Look Back

Look at each row of pictures. Three of the pictures rhyme. The other one does not. Say the names of the four pictures. Cross out the picture that does not rhyme. Color the three pictures that rhyme.





PRINTING



Today I would like you to choose one of the printing exercises you practiced this week. (Do not print your name and address again.) Print the exercise in your very best printing.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for student practice.

LANGUAGE

Poem: Happiness, page 103

Open the child's reader to page 103. Point to the title of the poem. Read the title to the child.

Happiness

Ask the child to tell you what he thinks happiness is, or what happiness means to him.

Have the child listen while you read the poem to him. Tell him to listen to find out why the title of the poem is Happiness.

Ask the child if he knows what a macintosh is. If he does not know have him study the picture on page 103. Then have him tell you what he thinks a macintosh is.

Reread the poem. Let the child follow in his own book. Have him tell you two things about John's boots, hat and macintosh. (They are big and water-proof.)

Have the child read the poem along with you, then let him try reading it independently.

Today let's try to write our own poem. The poem we read was about what John had. Let's write a poem about some things that Janet had. Think about some things you would like to talk about. Let's begin the poem with Janet had. I'll write down your poem and send it for your teacher to see.

In a child's first attempt at writing a poem he will probably need quite a bit of help. Encourage and help him as much as possible, but try and get him to give you ideas for the poem.

Janet had

SEND FOR CORRECTION

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Phonics

pages 19, 31, 32, 33

Workbook

pages 76, 60, 62, 59, 61, 66, 67, 68

Printing

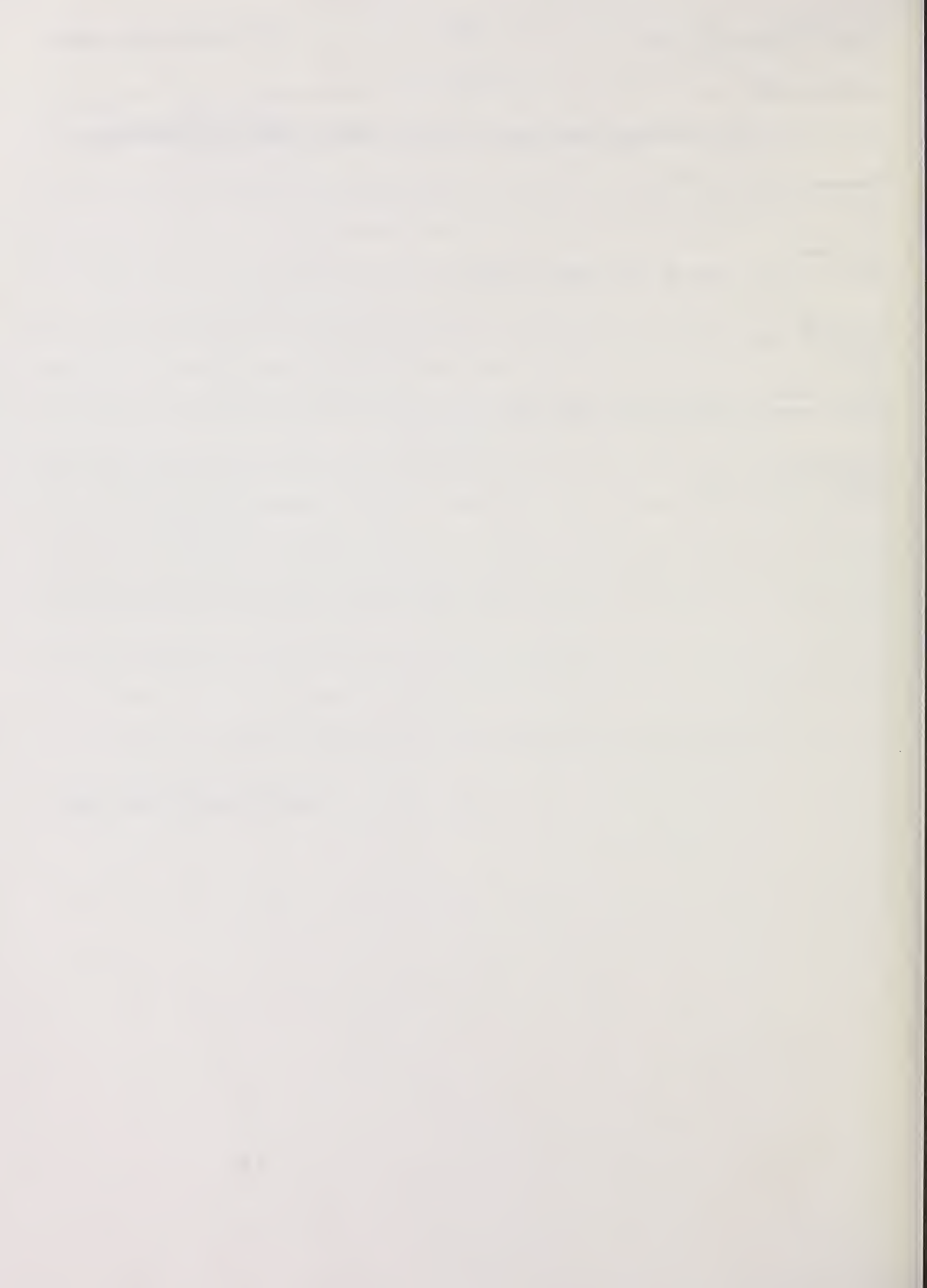
pages 3, 34

Word Skills

pages 10, 16, 18, 24, 25, 26, 30

Language

pages 12, 13, 36



LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

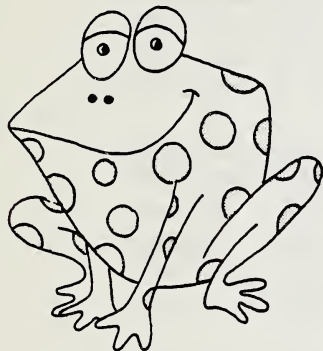
When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Story: The Little Green Frog, pages 111 - 118

Introduction



Here's a little green frog. He looks happy here, doesn't he? Do you think it would be fun to be a frog? This frog is called Little Frog. What would you like to be called if you were a frog? Pretend you are a frog. Give yourself a name. I'll print it for you.

New Words

Word Cards: log, song, sang, car, basket, around, girls, still, everyone, world

Here are some new words you should be able to unlock on your own by rhyming them with words you know. Read these words.

dog hang far

log sang car

Now read these sentences aloud.

My dog sat on a log.

We sang a song.

Can you go far in your car?

Explain to the child that you are going to ask some questions. Tell him that he is to give his answer to the question. Then he is to read the answer that Marvin gave to the same question. As you compare the child's answer and Marvin's answer, introduce the new words. The new words are underlined. The questions you ask the child are in small print. Marvin's answers are given in the larger print.



Where did the boys put the frog when they caught him?

They put the frog in a basket.

Some girls want to see the frog, but they are on the other side of the lake. What will they have to do?



The girls will have to walk around the lake.

Sometimes you can see yourself in a lake. Can you tell me when?



I can see myself when the water is still.

Is everyone in the world big?



No, everyone in the world is not big. I am little.

Guided Reading

Page 111

Read the first six lines to yourself. What does Anne do when she sees the little green frog?

Read the next two lines to yourself. Where is the frog? Read aloud the sentence that tells us that.

What do you think John and Peter will want to do when they see the frog? Read the rest of the page to find out.

Where do you think the boys got the basket? Do you think the boys will be able to catch the frog?

Page 112

What would you have to do if you wanted to catch the frog? Let's find out what Peter and John did.

Read the whole page to yourself.

Why were the boys trying to be quiet?

What was the first thing they did?

Why did John say the frog could not see them?

Why was the frog able to get away from the boys?

Page 113

Who has come running to join the boys?

What do you think the boys are looking at in the basket? Read the first two lines to find out.

How do you know, by looking at the picture, that the frog is probably still in the basket?

Read the rest of the page to yourself.

How does the frog feel?

What does John say the frog wants to do?

Page 114

Read the first six lines to yourself to find out why the girls came running up.

Will Peter let the girls see him?

Why?

Finish reading the page to yourself.

Why does Janet say to let it go?

What does Nancy want to do with it?

How does Peter feel about it?

How does John feel about it?

What does Janet say she is going to do?

Do you ever act like that with your sisters, brothers or friends?

Page 115

Read the first three lines to yourself.

Why do you think the frog sat still?

What did he want to do?

What do you think the frog will do now?

Read the next four lines to yourself to find out.

Where did he go?

Read the next four lines to yourself.
Where did they look for the frog?

How do you think Peter will feel about losing the frog?
Finish reading the page to find out.
Do you think it was the girls' fault that the frog got away?
If not, whose fault do you think it was?

Page 116

Read the first seven lines to yourself so that you can find out what Mother has to say about all this.
Do you think she liked the way Peter was acting?
Read aloud the line that tells us that.
Finish reading the page to yourself.
Did the other children enjoy the picnic?
What did Nancy like?
What did John like?
What did Anne like?
What did Mother say they could do again?
What did Janet want Anne to do?

Page 117

Do you think Anne will sing her song?
Read the first two lines to find out what Mother says about it.

Listen while I read the song twice for you.
What things did Anne say good-bye to in her good-bye song? Did Anne want to come back again?

Listen while I read the song for you again.
Pick out the rhyming words as you listen.

Read the last sentence to find out what the other children did while Anne sang the good-bye song.

Page 118

Read the first four lines to yourself to find out what everyone did next.

What did the children do during their ride to the country? What do you think they will do on their way home? Read the rest of the page to yourself to find out. Read aloud the title of the story Mother is going to tell.

Reading Exercise

You will have to print the answers below for the student. Have the child look at each picture in today's story. Then have him tell the main idea, or what is happening, in the picture.

Page 111

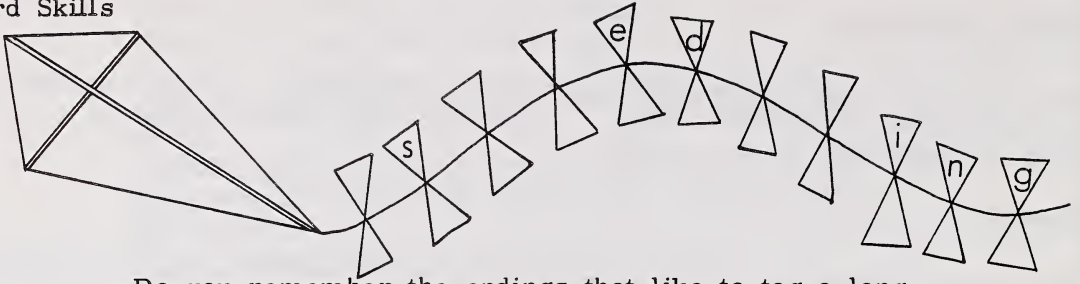
Page 112

Page 113

Page 115

Page 117

Word Skills



Do you remember the endings that like to tag-a-long with other words. The endings s, ed, and ing tagged along to the following words. Read each word. Circle the ending.

gives

stopped

looked

running

singing

liked

looks

riding

getting

jumping

liked

stops

called

crowed

rides

splashed

makes

having

called

laughed

Phonics

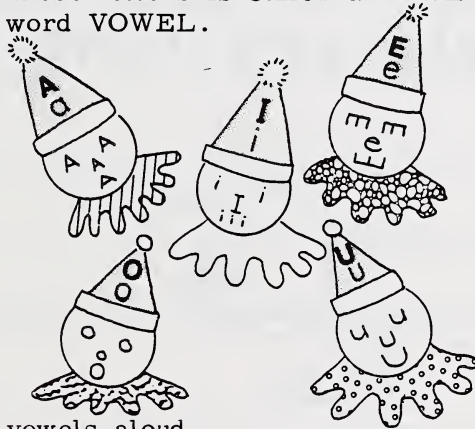
Fill in the missing letters.

_, b, c, d, _, f, g, h, _, j, k, l, m,
n, _, p, q, r, s, t, _, v, w, x, _, z.

On the spaces below print the same letters that you filled in on the lines.

_____, _____, _____, _____, _____, _____

These letters have special names.
Each of these letters is called a VOWEL.
Say the word VOWEL.



Say the vowels aloud.

Print the vowels here. _____, _____, _____,

_____, _____,

The rest of the letters of the alphabet are called CONSONANTS. One consonant does funny things! Sometimes it doesn't act like a consonant at all! It acts like a vowel and takes the sound of e or i. So we say:

The vowels are a, e, i, o, u
and sometimes y.

Have the child read and say the above statement.

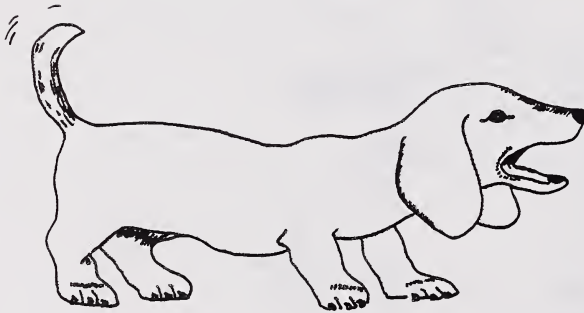
Do you ever think of the many different sounds you make? Sometimes you laugh, or cry, or giggle, or sigh, but most of the time you talk!

Vowels make different sounds. Today we will learn about two sounds that vowels make.

Read to the child the sentence below each picture.



Vowels are long.



Vowels are short.

A sign is placed over a vowel to show whether the vowel has a long or short sound.

— This sign tells you that the vowel is long.

We mark long vowels like this:

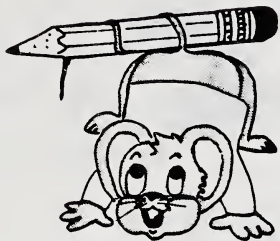
a, e, i, o, u.

˘ This sign tells you that the vowel is short.

We mark short vowels like this:

ă, ě, ĭ, Ȯ, ŭ.

PRINTING

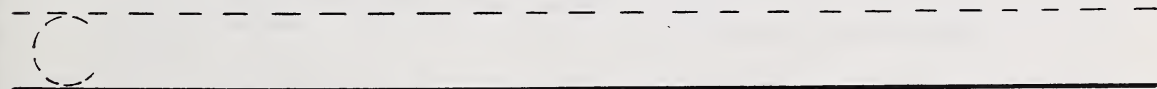
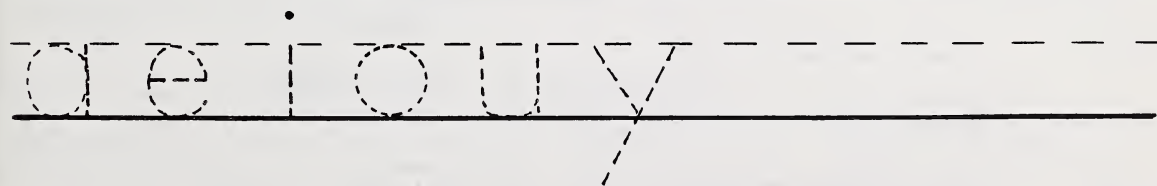
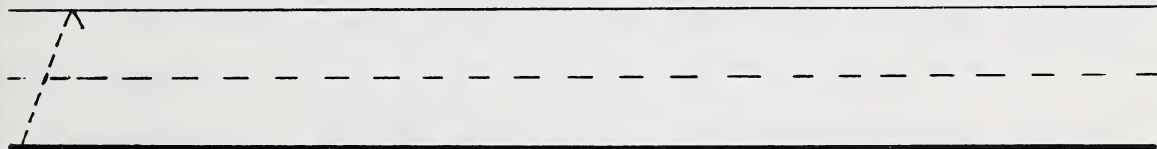


Marvin wanted to make sure he remembered the vowels, so today, for his printing exercise, he printed the vowels in both capital and small letters. I think that's a good idea, don't you? Show Marvin that you remembered the vowels, too. Print a line of the vowels in capital letters. Print a line of the vowels in small letters.

Trace over these first.



Print them again below.



LANGUAGE

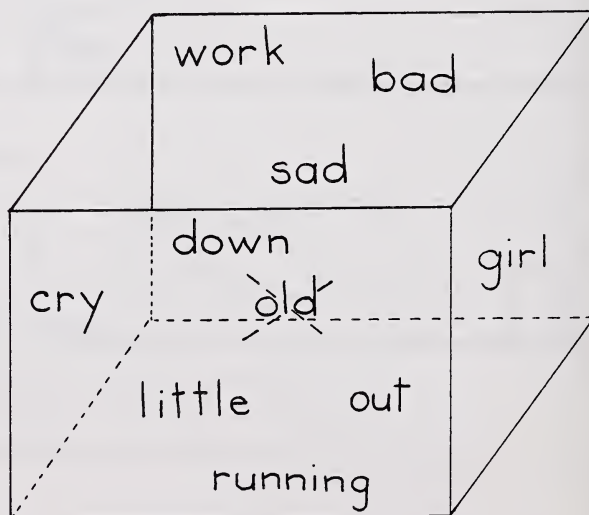
Opposites



Do you have a pair of runners? Do they look like the first picture or the second picture? If they are old runners, they probably look like the first picture. If they are new runners, they probably look like the second picture. The runners are very different. One pair is old. The other pair is new. Can you remember what we call words that mean very different things, just as old and new do? We call them opposites.

Find the opposites. For each word below, find a word in the box of words that is its opposite. Print the word on the line. Cross it out in the box so that you will know you have used it. Your old friend Marvin did the first one for you.

new	_____ <u>old</u> _____
still	_____
happy	_____
boy	_____
laugh	_____
big	_____
play	_____
up	_____
good	_____
in	_____



SECOND DAY

READING

Story: The Little Green Frog, pages 111- 118

Introduction

What little animal did we read about yesterday?
Can you remember the story about that animal?
Pretend you are a story teller today. Tell me the
story you read yesterday. Remember to say things
just the way the boys and girls would have said them.

Word Drill

Ask the child to turn to page 12 of this lesson. Read to the child what Freddy Frog said. Give these instructions to the child.

Read each word. Put a green dot on the words you
can read. Put an X on the words you cannot
read.

Review with the child any of the words he had difficulty with. Have the child find, in his reader, pages 111 to 118, the words he had difficulty reading.

Rereading

In rereading today, have the child read only the direct quotations.

Instruct the student to read only the parts that are exactly what the people said. If you wish, you could take the part of the narrator.

Reading Exercises

Read these words.

basket

Everyone

still

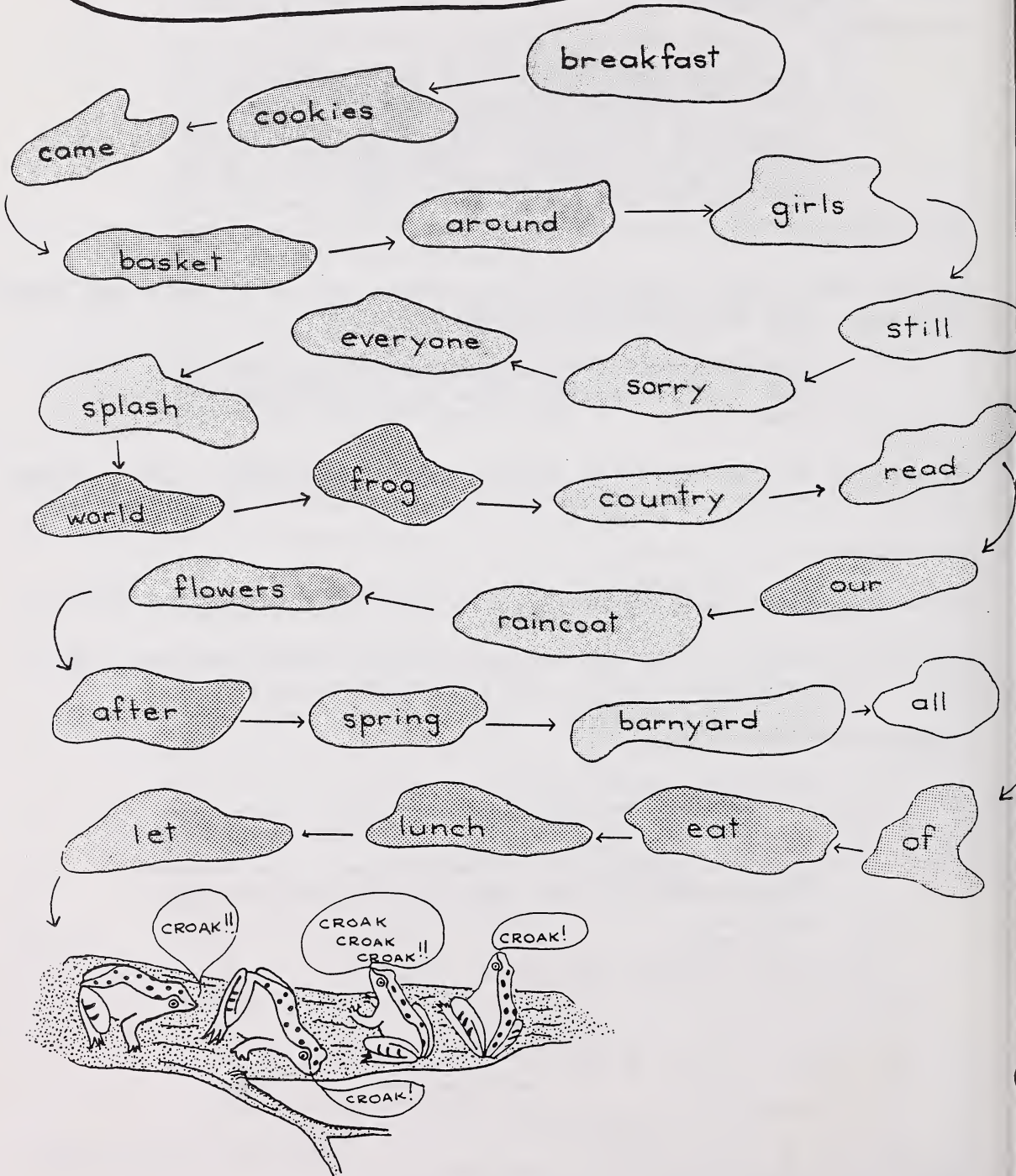
around

Choose words from the boxes above to complete these sentences.

1. _____ ran to see the little green frog.
2. He was in a big _____.
3. He jumped _____ in the basket.
4. He did not sit _____.

SEND FOR CORRECTION

Croak! Croak! Hi! I'm Freddy Frog. I've lost my way. Can you help me get back to my friends? If you can name the words as we go along, I can jump over them. I hope you can get me home safely.



Come Along With Me Workbook, page 70

SEND FOR CORRECTION

Word Skills

Give the following clues to the child so that he can match an initial consonant with a word ending. Have the student print the correct initial consonant on the line.

1. I am thinking of something that we burn in our fireplace.
2. I am thinking of a word that is the opposite of stand.
3. I am thinking of a word that means a plot of ground.
4. I am thinking of something used to gather leaves.
5. I am thinking of a word that means you did some singing.
6. I am thinking of something that is sweet to eat. It is a chocolate ____.
7. I am thinking of something you find on a beach.
8. I am thinking of something that is good to eat.
9. I am thinking of a word that is a color.
10. I am thinking of something that tells what a little boy will be if he doesn't get up for school on time.
11. I am thinking of a bird's name. It is a blue _____.
12. I am thinking of a dance.
13. I am thinking of a way that you can get over a puddle without getting your feet wet.

j

l

r

s

b

1. ____og

2. ____it

3. ____ot

4. ____ake

5. ____ang

6. ____ar

7. ____and

8. ____un

9. ____ed

10. ____ate

11. ____ay

12. ____ig

13. ____ump

Phonics

Read these letters.

a e i o u

Tell me the special name for these letters. (vowels)

Yes, a e i o u are vowels.

Tell me the other letter that sometimes acts as a vowel. (y)

Yes, the letter y sometimes acts as a vowel.

Yesterday we learned that vowels make two kinds of sounds.

long sounds (ā)

short sounds (ă)

Look at the vowels below. Draw a box around all the short vowel sounds. Draw a circle around all the long vowel sounds.

ă ē ĭ ō ŭ

ā ē ī ō ū

Copy the short vowels here.

Copy the long vowels here.

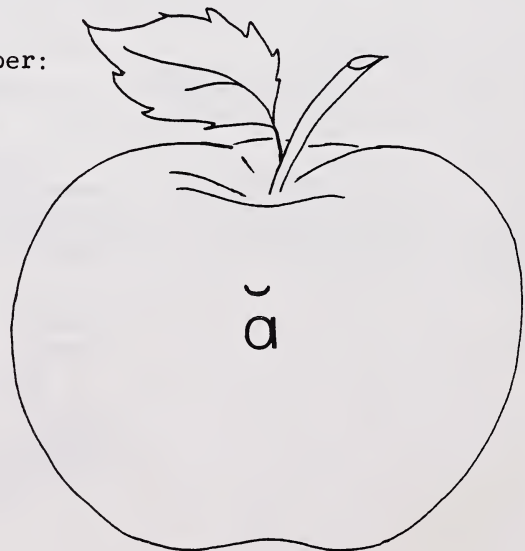
Say the word ăpple. Listen for the short ă sound.

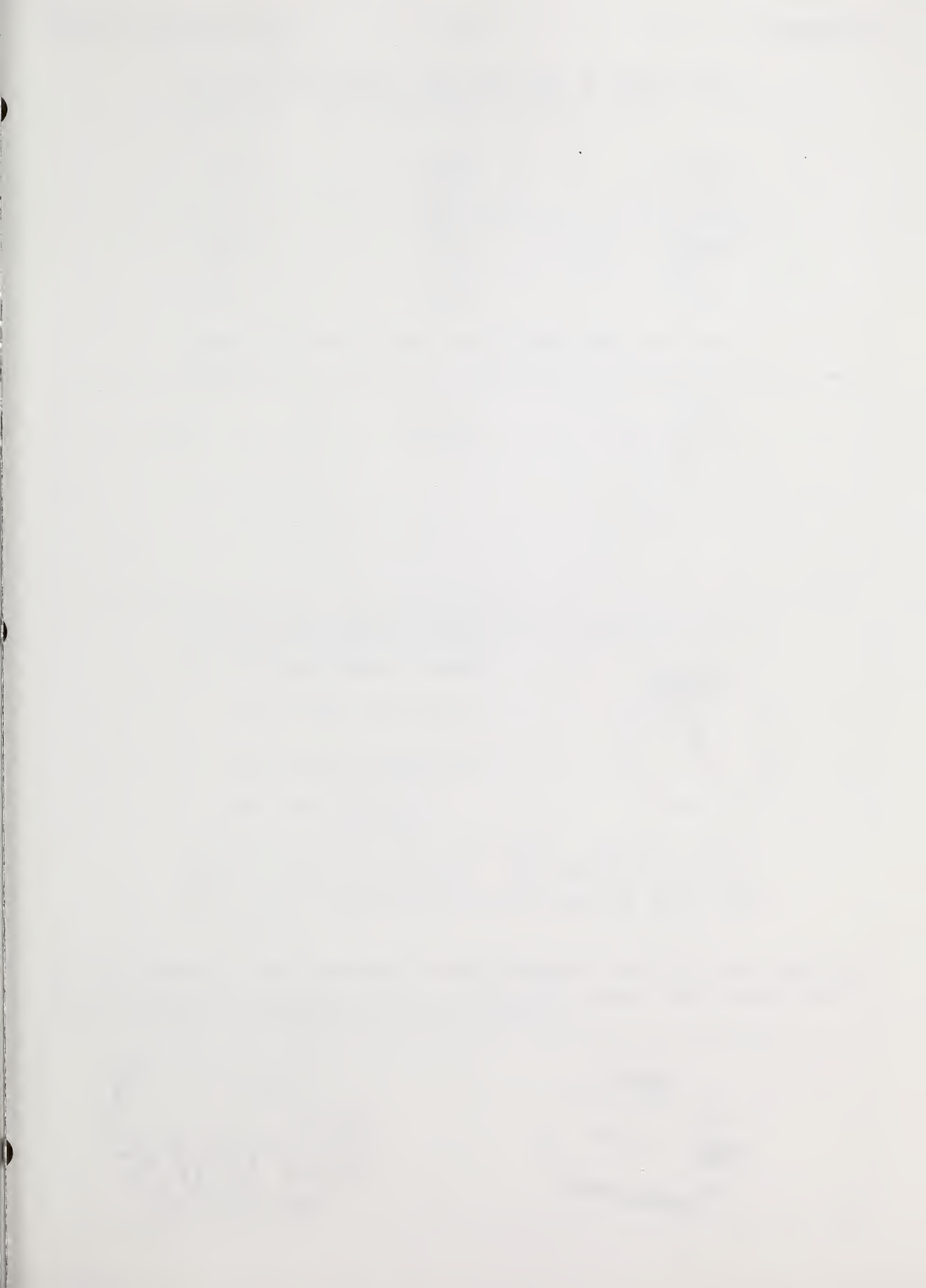
For you to remember:

The short ă sounds

like the ă in

apple







Say the word apple. Now say each of these words after me. Each word has the short a sound. Listen for it.

hăt

ănd

păss

răt

hănd

căndy

căt

tăp

hăndy

băt

măp

păn

Draw pictures to match these words with the short a sound.

căt

hănd

păn

Look through magazines and cut out pictures that have the short a sound as in apple. Paste the pictures on the art paper which follows.

For you to remember:

The short a sounds like

the a in apple .

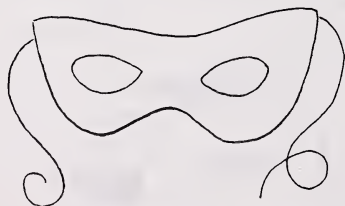
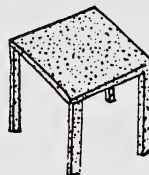
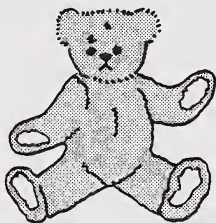


In each set of pictures that follow, one picture has a short a sound, as in apple. The other one does not. Put a blue X on each picture that has the short sound of a in it.

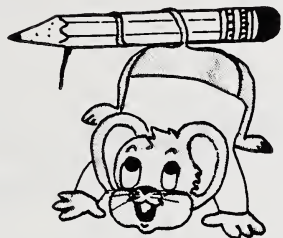
At the beginning, until the child is really familiar with the sound, have him say apple first and then the word. In the early stages this is most helpful to the student in identifying the short a sound.



Say the name of each picture. Put a blue X on each picture that has the short a sound in it.



PRINTING



Read aloud the words in this printing lesson.
Did you notice that all the words have the
short a sound? Practice printing these
words that have the short a sound in them.
Don't forget to put in the sign (^) for the
short a.

Trace over these.

hăt - băt - măn

Print the words again here.

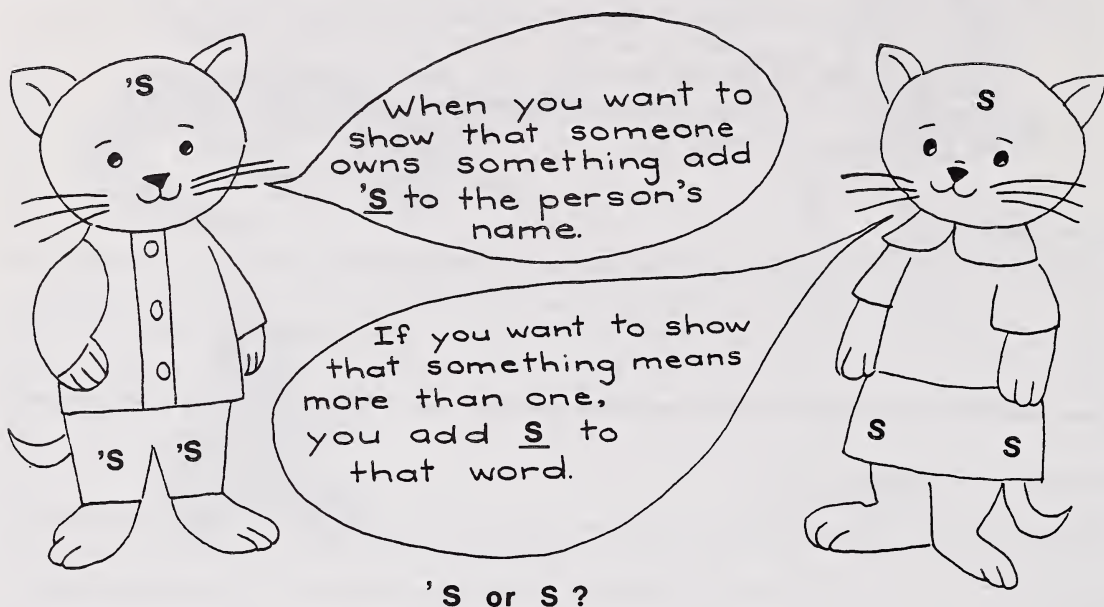
h

băt - făn - ăn

b

LANGUAGE

Read to the child what the cats are saying.



Each of the phrases below is missing s or 's. Read each one carefully. Add the missing letter. Marvin started to help you, but then he saw the two big cats and he ran away. Finish this exercise.

some boys

the boy boat

the girl's hat

three big basket

two robin

the farmer barn

some farmer

two dog

the robin
wing

three log

THIRD DAY

READING

Story: Little Frog Sees the World, pages 119 - 123

Introduction

At the end of the story yesterday, what was Mother going to do for the children? Can you remember the name of the story, or what animal it was about?



Read the title of today's story.

Little Frog Sees the World

Do you think Little Frog will like the big world? Why? Why not? We will find out very soon!

New Words

Word Cards: sleep, lived, Old Turtle, off, home

Read this word.

asleep

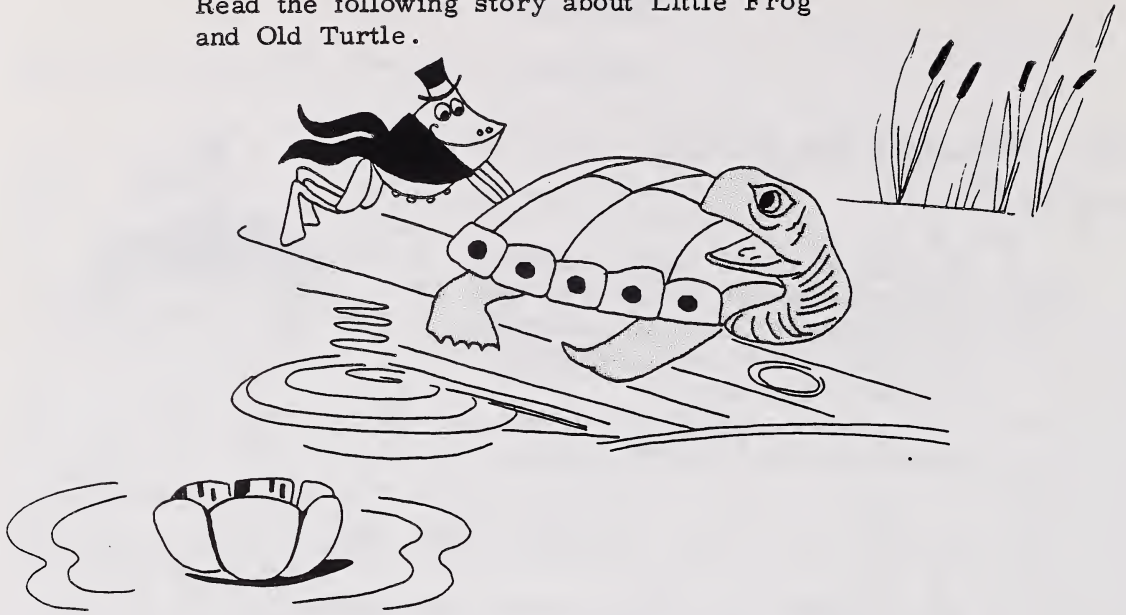
Now I will cross out the a like this.

~~x~~sleep

Read the new word.

Print the new word on the line below.

Read the following story about Little Frog and Old Turtle.



Old Turtle lived on a big log in the pond. One day Old Turtle was asleep on the log. Little Frog came to ask Old Turtle to play with him.

Old Turtle said he wanted to sleep.

He told Little Frog to go home.

Little Frog did not want to go home.

He asked Old Turtle to play with him. again.

He pushed Old Turtle off the log.

Old Turtle said, "Go home, Little Frog. I want to sleep."

Guided Reading

Page 119

Read the first part of the page to yourself. Where did the little green frog live? What did he do in the pond? What was it that the big frogs did not like?

What do you think the big frogs wanted to do? Finish reading the page to yourself to find out. Why was it they didn't want Little Frog bothering them?

Page 120

Do you think Little Frog will stop splashing? Read the page to yourself to find out. What did Little Frog want the other frogs to do? What did the big frogs want to do? Do you think Little Frog will stop?

Page 121

Who is Little Frog talking to in this picture? Read the first two lines to yourself to find out the turtle's name. Read the rest of the page to yourself. Why is Little Frog going away?

Page 122

Read the first six lines to yourself. What does Old Turtle tell Little Frog about the big frogs?

Read the next four lines to yourself. What does Little Frog have to say about the big frogs? What does Little Frog want to do?

Read the last four lines to yourself. What did Little Frog decide to do? What did Old Turtle tell him to do?

Page 123

Do you think Little Frog is going to change his mind? Read the first sentence to yourself.

Read the next four lines to yourself. What does Old Turtle say to Little Frog? Read the rest of the page to yourself. Why did Little Frog still want to go away? Read aloud the sentence that tells that Old Turtle is trying to get Little Frog to stay.

Rereading

Have the child read only those parts where the frog and the turtle speak.

Reading Exercises

Match the sentence beginnings with the sentence endings to make complete sentences. Marvin did the first one for you.

Turn	is off to see the World.
I am	
Little Frog	going back home. the boat around.
Old Turtle	pushed him off the log.
Old Turtle	
Little Frog	wanted to go to sleep. lived on a log in the pond.

SEND FOR CORRECTION

Which Word Does Not Belong?

Look at the group of words below. Read them. Three of the words go together. One word does not belong there. Can you tell me what word does not belong? Why doesn't it belong? (The words cat, dog, goat are animal names and sugar is something to eat.) Cross out the word that does not belong.

cat

goat

dog

sugar

Reading Exercise

In each of the groups of words below, Marvin has put in a word that does not belong. Read the words in each box. Find the word that does not belong in each box. Put an X on the word that does not belong.

mother
father
baby
that

boat
our
ball
doll

blue
white
puppy
green

hello
cookies
cake
candy

boy
catch
girl
baby

story
Mary
Anne
Nancy

SEND FOR CORRECTION

Word Skills

Adding y

Read these two words.

ready Mary

Print the last letter in the word ready. _____

Print the last letter in the word Mary. _____

Can you think of other words that end like ready and Mary? Tell me and I will print them for you.

The words ready and Mary both end with the same sound. Both ready and Mary end with the letter y. Today, let's make some new words by adding y at the end of each word. One is done for you.

handy	good	spring
lump	sleep	bump
sand	rain	jump

Read the new words you have made. Can you read these words that end in y and sound the same at the end as ready and Mary?

early	sunny	puppy
funny	sugary	story
grassy		

Making More Words

There are many new words that can be made from the little word pet just by changing the first letter.

Look at the words below. Pet has been changed to

get by changing p to g.

See how many other words you can make by changing the first consonant.

pet	__et
<u>g</u> et	__et
__et	__et
__et	__et

Read aloud the new words you have made.

Phonics

For you to remember:
The short a sounds
like the a in
apple .



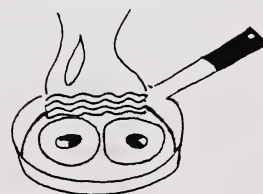
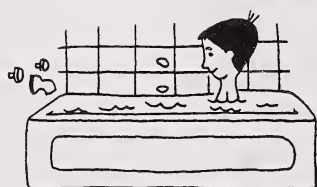
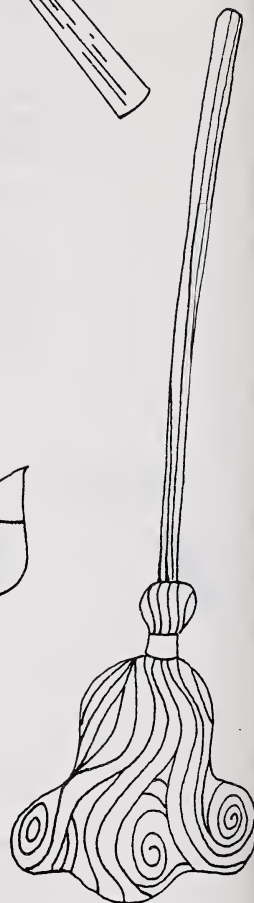
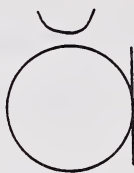
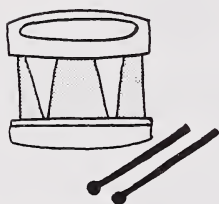
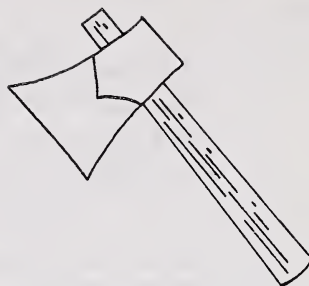
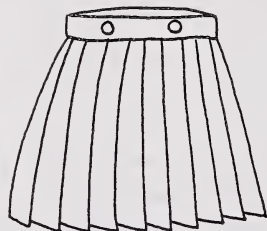
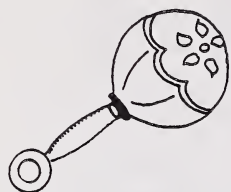
What vowel sound do you hear when you say apple?
That's right. You hear the short a sound. In the
middle of the apple print a small a with the short
a sign above it.

Look at each of the pictures below. Say each
picture's name. Listen for the short a sound in
each word. Under each picture show the short
sound of a (a).



Look around the room. Find names of things that
have the short a sound. Tell me and I will print
them for you.

Look at the pictures on page 26. Say the name of
each picture. Draw a line from the picture with a
short a sound to the letter a in the middle of the
page. Put an X on any picture whose name does
not have a short a sound in it.





Choose from page 26, four of the pictures that have the short a sound. I will print the words for you to practice today.

This image shows a full page of handwriting practice paper. It features five identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.



LANGUAGE

Look who's the teacher today! It's Marvin Mouse! Marvin has something for you to do! On each line below he has put three words. From each group of three words you can make two compound words, but one word must be used twice. He's done the first one for you. Surprise Marvin and complete this work without any help.

every one some everyone someone

farm barn yard _____

dog hen house _____

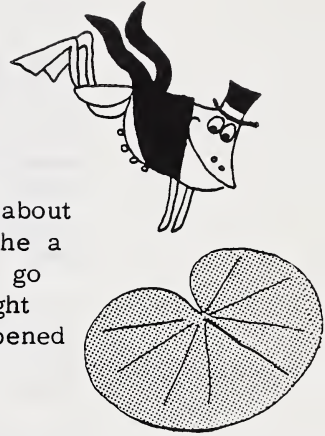
play spring time _____

in out with _____

FOURTH DAY

READING

Story: Little Frog Sees the World, pages 124 - 130



Introduction

Yesterday we read the first part of the story about Little Frog going out to see the world. Was he a happy frog? Why not? Why did he decide to go out into the world? What do you think he might find out in the world? Tell me what has happened in the story so far.

New Words

Word Cards: say, poor, Christopher Robin, hoppity, hopped, farmyard, chickens

Read these words

day

way

Here are two little words you know

farm yard

Put them together to make a new compound word.

farmyard

Read the word below. Make it mean more than one by adding s. Now read the word.

chicken

Read this word.

hop

Now add ped to hop.

hopped

When the Easter Rabbit
comes down the trail he
goes hippity

hoppity

Read this word.

poor

In our story today we'll meet a bird called
Christopher Robin. Here is his name.

Christopher Robin

Read this story. Watch for the new words in this
story.



Christopher Robin made his home
in the farmyard. ♪ The chickens
came to see him. The rabbits
hopped around the farmyard. ♪
They came to see him too.
Christopher Robin wanted to be
a rabbit too. He went hoppity,
hoppity around the farmyard. ♪
Poor Christopher Robin! He
hopped and hopped but he still
looked like a bird. ♪

Guided Reading

Page 124

Read the first seven lines to yourself. How does a frog move on land? How do you think he moves in the water? What did Little Frog see at the new pond?

Read the next three lines to yourself. Is Little Frog polite? What does he want to do?

Look at the picture. How do you think the ducks felt about Little Frog? Read the rest of the page to yourself to find out what the ducks said.

Page 125

Read the first seven lines to yourself. What did Little Frog think about the world? What was the next place he came to? Why was he able to get into the farmyard? What were some of the chickens in the farmyard doing?

Read the next three lines to yourself. What does Little Frog want to do? What does he ask the animals?

Read the rest of the page to yourself. Who called the chickens? What did the chickens do to Little Frog? How did Little Frog go away?

Page 126

How does Little Frog look in this picture? Why do you think he looks so sad? Read the first seven lines to yourself to see if you are correct.

Finish reading the page to yourself. Where is Little Frog going? Whom does he want to see? How did he get back to the pond?

Page 127

By looking at the picture do you think Old Turtle is happy to see Little Frog? Read the first five lines to yourself. What was Old Turtle doing when the little green frog returned? Read aloud the line that tells he was not surprised to see Little Frog back.

Read the next three lines to yourself. Why did Little Frog come back? Read the rest of the page to yourself. Did Old Turtle tell Little Frog how they all felt about him coming back? Read aloud what he said. What did Little Frog answer?

Page 128

Did you like the story Mother told? Read the page to find out if the children liked it. What does Nancy want to do?

Page 129

I will read Nancy's poem. Listen and see if you have heard it. Do you know it? Maybe we can learn it.

Page 130

Read the first six lines to yourself. Are the children home yet? Read the next seven lines to see if they remember to thank Mother.

Finish reading the page to yourself. Who did Mother say Anne is like? How is she like him?

Clues to be read to the child when he is completing page 34.

1. It is something that you go for a ride in.
2. It is something you do in the oven.
3. It is something a fish needs when he swims.
4. If you want to read a story you get this.
5. It goes bounce, bounce, bounce.
6. If you do not sleep on your back or stomach, you must sleep on your _____.
7. There is lots of this at the beach.
8. It is the name of a month.
9. You use this to play ball.
10. You sleep in this.
11. If you are too hot this can make you cool.
12. When it shines it makes us hot.

Reading Exercises

Here's something different for you to do today!
The sentences below have been started but are not
finished. Who do you think might have done that?
I want you to finish them. You may use your reader
to look up words that you cannot print.

The chickens hopped _____

Nancy can make _____

Everyone is _____

Christopher Robin wants _____

Little Frog is _____

Word Skills

Help Betty and Bobby finish the words on the blackboard. I will help you by giving you clues to the words. You will be able to use the letters at the top of the blackboard.

See the clues at the bottom of page 32.

s b t f m c

1. __ar__

2. __ake

3. __in

4. __ook

5. __all

6. __ide

7. __and

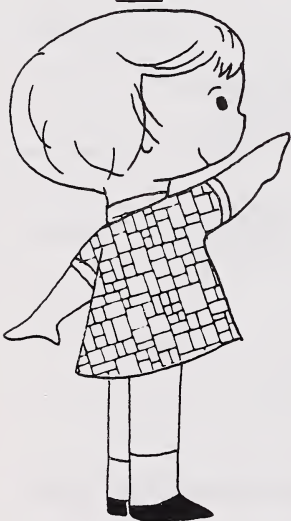
8. __ay

9. __at

10. __ed

11. __an

12. __un



SEND FOR CORRECTION

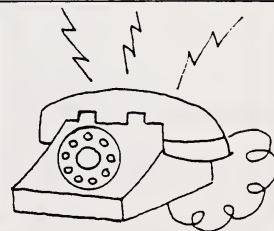
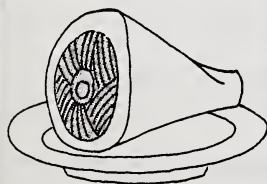
Phonics

For you to remember:
The short a sounds
like the a in
apple .

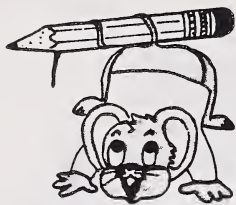


Say apple. Then say the name of each picture on the next page. Apple has a short a sound. Do you hear the same sound in the other words? Each time you do hear a short a sound print **ă** under the picture. If it does not have a short a sound put an X under the picture.

Can you hear ä?



PRINTING



Read the printing sentence for today.
Practice printing this sentence.

See the little rabbit

go hippity, hoppity, hop.

Three sets of blank handwriting lines for practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

FIFTH DAY

READING

Story: Little Frog Sees the World, pages 124 - 130

Introduction

Did Little Frog like what he found in the big world? Why did he decide to go back to the pond? Was he welcomed back to the pond? Do you think he will ever leave again? Where do you think he might decide to go if he left again?

Word Drill

While Little Frog was off in the big world, Marvin was busy finding a magic castle.

On the next page you will find Marvin's Magic Castle. Can you climb to the top? If you can you might even find Marvin there!

To climb you must be able to name each step. Start on the left. To climb down you must name each step on the right. If you miss, you fall to the bottom of the steps and you must start again.

Rereading

Have the child reread the complete story. If he seems to be tiring, give him short breaks after every three or four pages.

Reading Exercises

Come Along With Me Workbook, page 69

SEND FOR CORRECTION

Marvin's Magic Castle



I climbed
up to the top
of Marvin's
Magic
Castle

I can climb
down too

DOWN

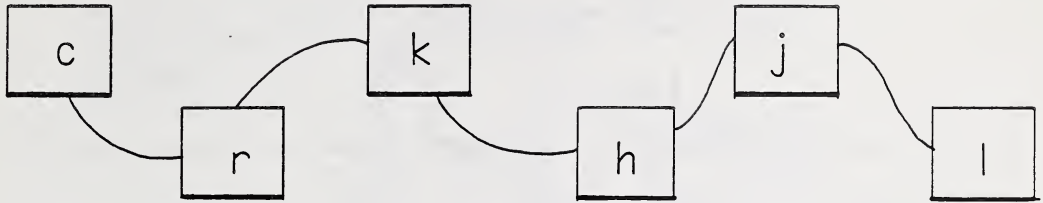
back	off
chickens	around
farmyard	world
hopped	hello
hoppity	home
Christopher Robin	lived
poor	Old Turtle
say	sleep

UP ↗



Oh, I fell
down. I hope
you didn't.

Word Skills



Use one of the consonants above (c, r, k, h, j, l)
to finish each word.

__ot

__ump

__at

__ot

__ump

__at

__ot

__at

__ook

__ake

__og

__ook

__ake

__og

__ook

__ake

__og

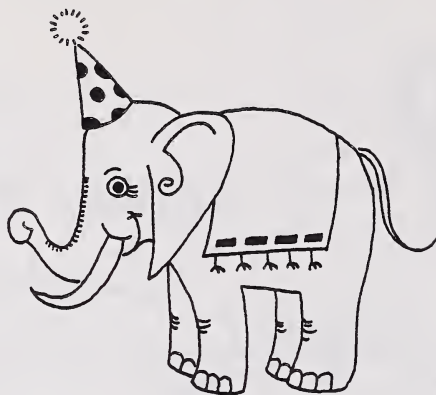
__ar

__ar

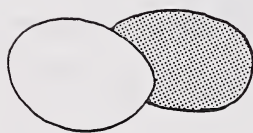
Read each word aloud.

SEND FOR CORRECTION

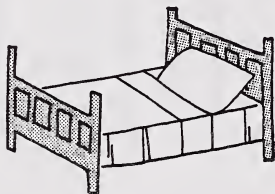
Phonics

Elmer
Elephant

Elmer Elephant has some pictures he would like you to look at. He wants you to name each one.



eggs



bed



nest



desk

Say the name of each picture slowly. Listen as you say each one. Do you notice anything about these words that is alike?

Listen as I say each word. Say each one after me.

eggs

Elmer Elephant

nest

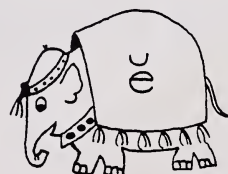
bed

desk

Did you notice that each word has the e sound in it? The e sound you hear is the short e sound. It looks like this e.

For you to remember:
The short e sounds like
the e in:

bed
elephant .



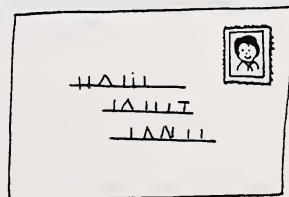
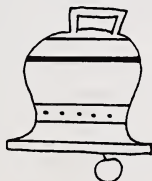
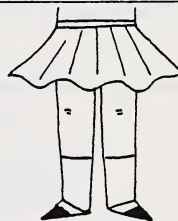
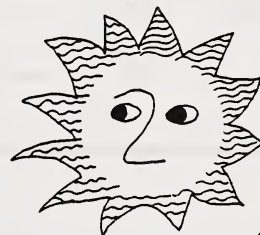
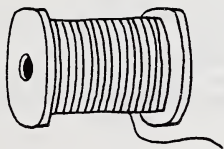
Look at the pictures below. Say elephant. Then say the name of the picture. If you can hear the *ě* sound as in elephant, print *ě* under the picture. If you cannot hear the *ě* sound, put an X under the picture.



ě



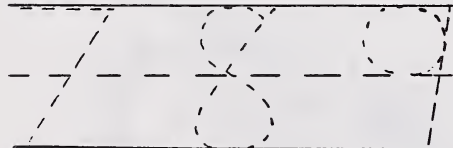
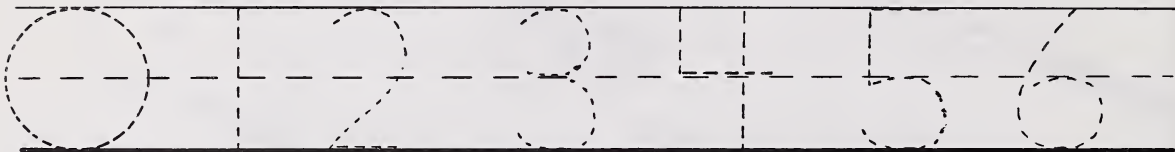
X





PRINTING

Let me see how well you can print the numbers. Make each one carefully. Print 0 to 9 twice. Then print your name. Do your best work!



LANGUAGE



For this language exercise have several children's magazines or story books on hand.

Anne and Ted like to read.

Here they are at the library looking for a story book to read. Perhaps you can help Anne and Ted. You could write a story for them to read. Today I want you to find a picture that you would like to write a story about. I will give you some books to look through. Maybe you would like to cut out several pictures and then decide on one picture for your story. You can be thinking of what your story will be about. Then you'll be able to write your story in the next lesson.

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 5, 11, 22, 33, 23

Word Skills

pages 6, 13, 34, 39

Phonics

pages 16, 26, 35, 41

Workbook

Come Along With Me,
pages 70, 69

Language

pages 10, 18, 28

Printing

page 42

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

READING

Poem: Hoppity, page 131

Introduction and Reading

Read the title of today's poem.

Hoppity

Whom do you think this poem might be about?
Listen as I read the poem to you.

Open your book to page 131. Look at the picture.
Who is Christopher Robin? Listen and follow while
I read the poem again.

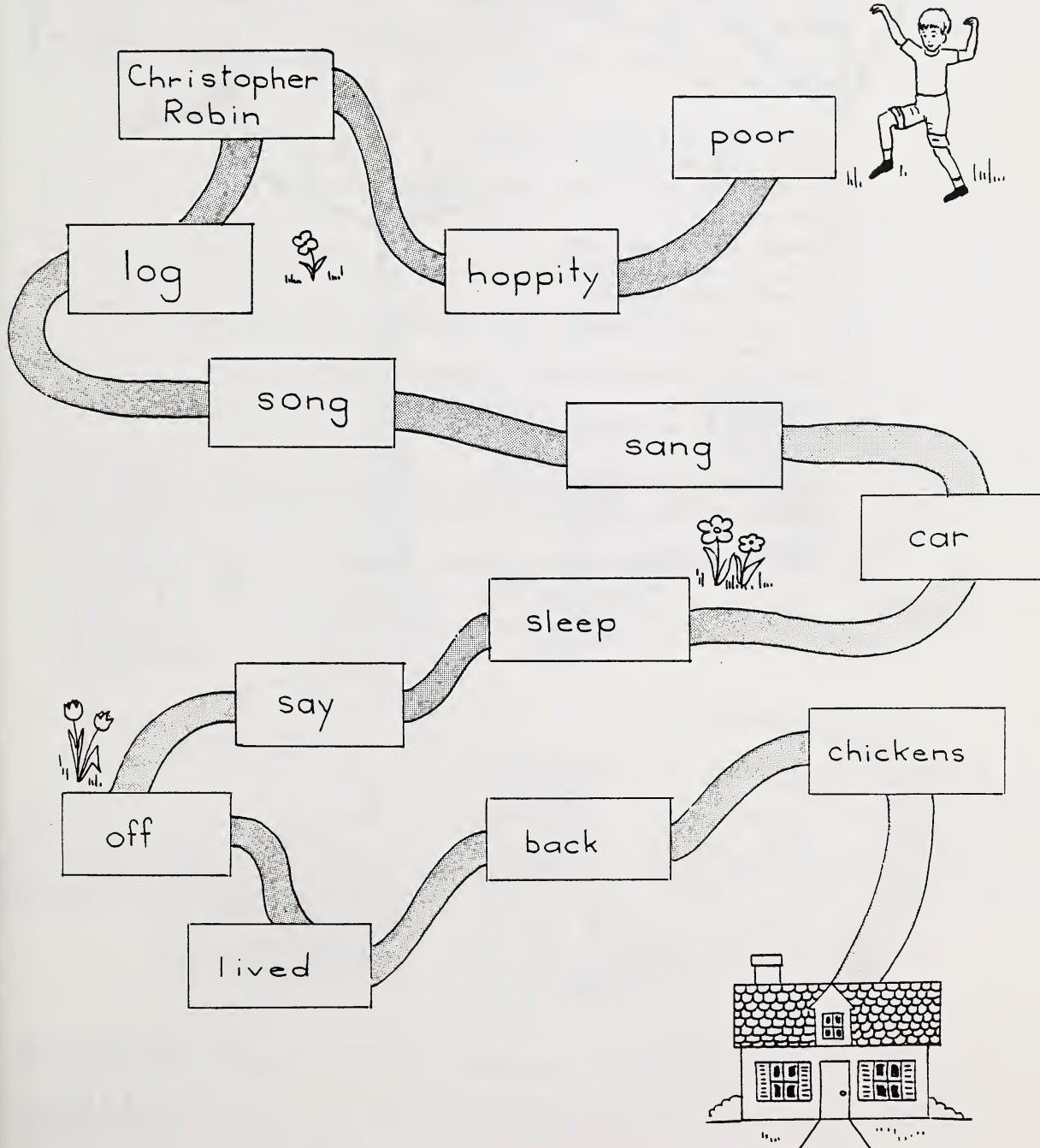
Why does Christopher Robin always hop?
Who do you think might ask him to stop?

Listen to the first line of the second verse once
more. Is this true?

Close your book and listen while I read the poem
once more. Can you feel the hopping rhythm of
the poem?

Word Drill

Help Christopher Robin go hoppity, hop home. You can get him home quickly by saying each word on the path that leads to him home.



Reading Exercises

On page 4 you will find a picture.
Each thing in the picture is numbered.
It may be a plant or it may be an animal.
Look at each one.
If it is a plant, print its number on the line below
which says plants.
If it is an animal, print its number on the line that
says animals.

There are two done for you.
Let's look at them.
On the line next to the word plants, you will see
the number 7.
Find 7 on the picture.
It is a bunch of flowers.
Flowers are plants.
On the line next to the word animals, you will find
the number 1.
Find the picture that has number 1 next to it.
It is a rabbit.
A rabbit is an animal.

Each time you use a number, cross it out on the
picture so that you will know you have used it.

Color the picture when you have finished it.

Reading Exercises



PLANTS 7

ANIMALS 1

SEND FOR CORRECTION

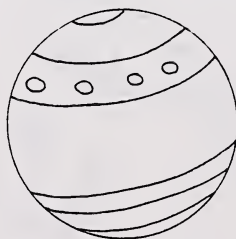
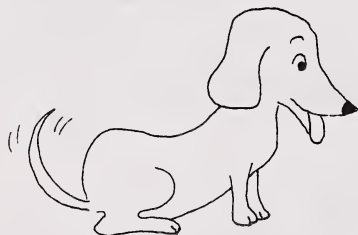
Look at each picture. Unscramble the words to make a good sentence to go with each picture. Don't forget that a sentence always begins with a capital letter. That will give you a clue as to where one of the words should go.



Father down
fell



play dolls
with Girls



big ball
too The
is



to Mother
come baby
The will



the book
for Janet
John took



band the
play will
Now

Word Skills



let
pet
 __et
 __et
 __et

skate
 __ate
 __ate

big
 __ig
 __ig
 __ig

sing
 __ing

jump
 __ump
 __ump

ran
 __an

fin
 __in
 __in

play
 __ay
 __ay

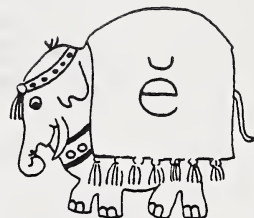
fish
 __ish
 __ish

Corky Clown has some balloons with letters on them. Use the letters from the balloons to change the first word in each group, to a new word. One word is done for you. Read the new words you have made.

SEND FOR CORRECTION

Phonics

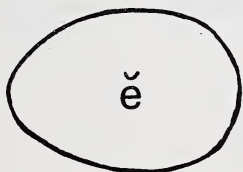
Can you remember what short vowel sound we hear in Elmer Elephant's name? It is the short e sound. Say these words after me. Listen for the short e sound.



wet	hen	bet
feather	leg	end
bed	nest	den
ever	when	met

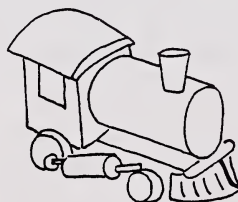
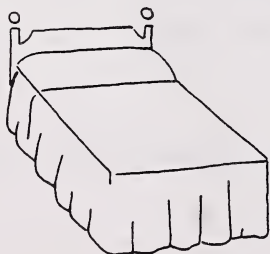
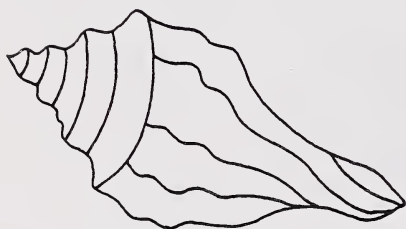
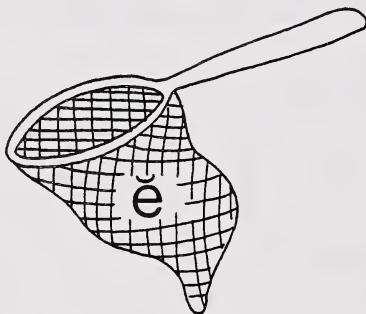
Did you hear the short e sound in each word?

Look in magazines or catalogues for pictures whose words have a short e sound. Cut out the pictures. Glue the pictures in the space below.

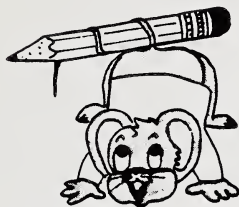


egg

Put ě on any picture that has a short e sound in its name. Cross out any pictures that do not have the short e sound. Color all the pictures with the ě sound.



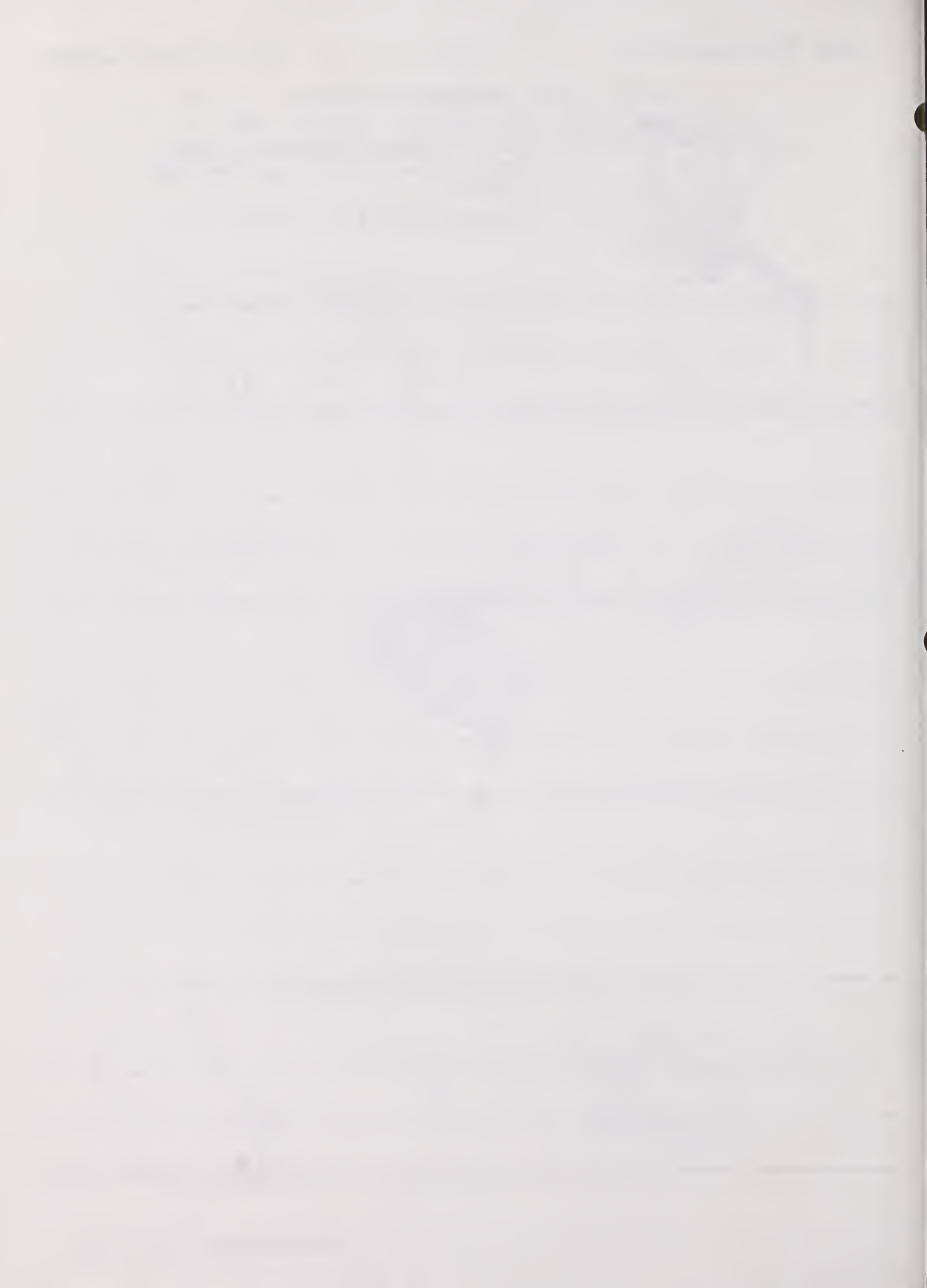
PRINTING



Read the printing sentence for today.
Listen for words that have the short
e sound.
Practice printing the sentence.

Elmer Elephant

eats eggs.



LANGUAGE



Find a picture in a book or magazine that you would like to write a story about. Look carefully at the picture. Think about your story. Be sure your story tells about your picture. Print your story on this page. I will help you spell the words that are hard. Tomorrow you can copy your story on a sheet to send for your teacher to see.

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise empty, with no text or markings.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines on the page.

SECOND DAY

READING

Story: What Has Anne Lost?, pages 132 - 134

Introduction

Have the child read the title of the story.

What Has Anne Lost?

Ask the child to guess what he thinks Anne might have lost.

Have the child find the title in the Table of Contents. Bring to the child's attention that this is the last story in the unit.

New Words

Word Cards: tooth, lost

The words tooth and lost are in today's story.

Word Drill

Turn to page 14 of this lesson. Find Marvin Mouse. Marvin has lost his way home. Can you help him find his way through the woods to his home on Mouse Hole Lane? Help Marvin Mouse by reading all the words on the cheese path to his home.

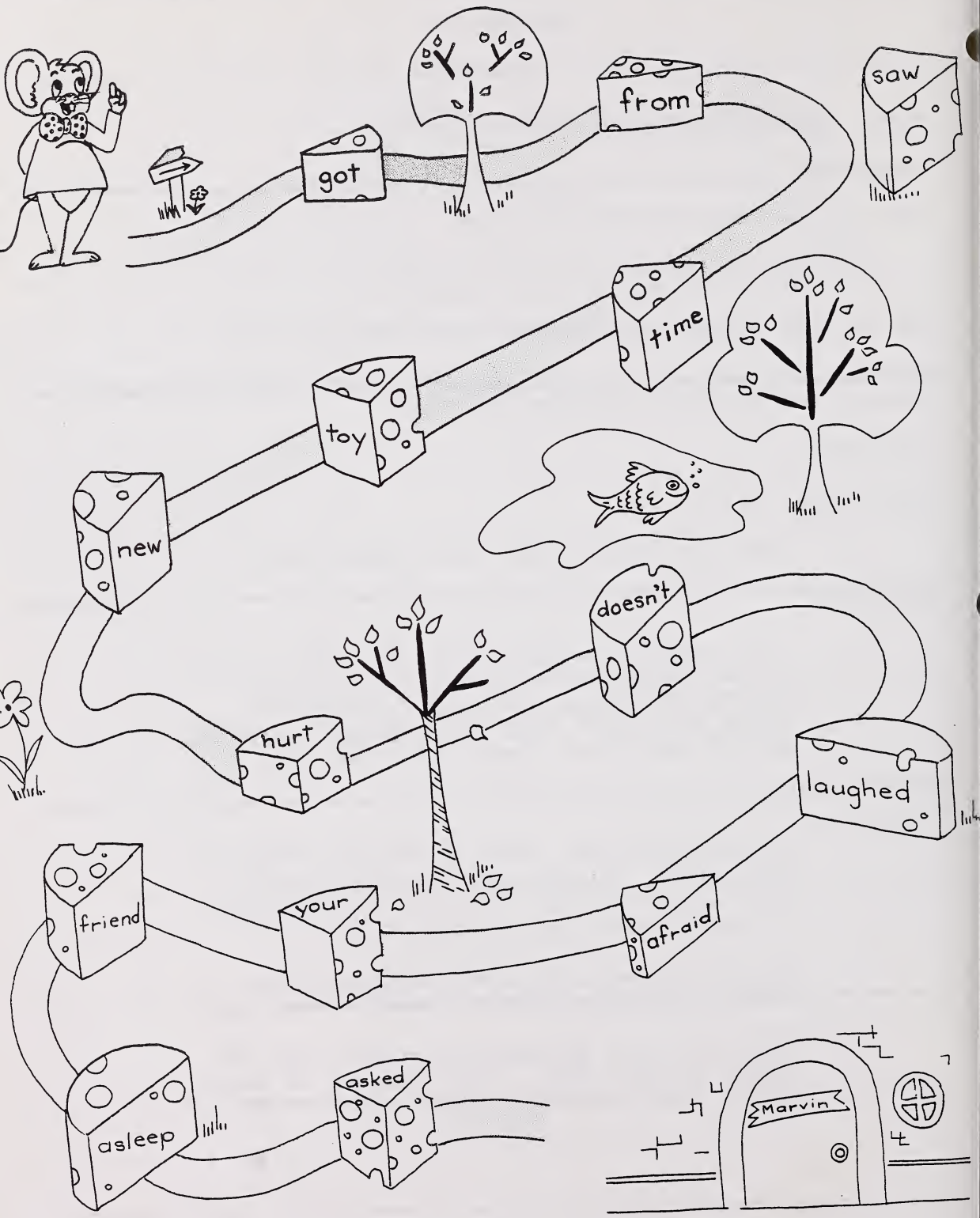
Guided Reading

Page 132

Read the title aloud. What is the family doing in this picture? Put one finger at each end of the word Lost in the title. Read the first three lines to yourself to find out what meal it is.

Why is everyone in the family looking at Anne? Read the next three lines to yourself to find out.

Read the rest of this page to yourself to find out how to play this game. What things did the family guess? Were they able to guess what Anne had lost?



Page 133

Read the first seven lines to yourself. What three things did they guess this time?

Do you think they are going to be able to guess?
Read the rest of the page to yourself to find out.

Why do you think Mother isn't guessing? Do you think that maybe she knows already? Do you think you can guess what Anne has lost?

Page 134

What is everybody looking at in this picture? What has Anne lost? Read this sentence.

Anne has lost a tooth.

Read the page to yourself. Did Anne have to tell them about her tooth? What did Father say about Anne losing a tooth? From what Janet said, does it appear that she has lost teeth, too? How do you think Anne feels about the lost tooth? What do you do when you lose a tooth?

Rereading

Use the rereading today to review punctuation marks. Point out each of the following marks one at a time. As you point to each punctuation mark, have the child find and read a sentence in the story that ends with that punctuation mark. There is only one sentence ending with an exclamation point.

! . ?

Anne has lost a tooth.

Did Janet lose a tooth?

Look! Look! I have one tooth.

Reading Exercises

What Has Anne Lost?

1.	2.
3.	4.
5.	6.

SEND FOR CORRECTION

In the story there were six guesses as to what Anne had lost. Review those six guesses and have the child draw a picture of each guess as it happened in the story.

Come Along With Me Workbook, page 78

SEND FOR CORRECTION

Word Skills

ed

ing

Read each of the following sentences aloud. Put a box around each and ending that you find.

Christopher Robin hopped away.
The girls were racing with the boys.
Is spring a good time for skipping?
Janet and John raced to the barn.
Goat lived on a farm.
Old Turtle is living in the pond.

Phonics

Listen for the short e sound.

I will say some words for you. Each time I say a word in which you hear the short e sound, clap your hands. Each time you hear a word that does not have the short e sound, keep your hands very still.

thread	met
feet	cot
web	fender
eggs	desk
bench	happy
tree	bread
feather	pen
train	pencil
head	ant
watch	neck



PRINTING

Practice printing the same sentence about
Elmer Elephant that you practiced yesterday.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

LANGUAGE

Printing Your Story

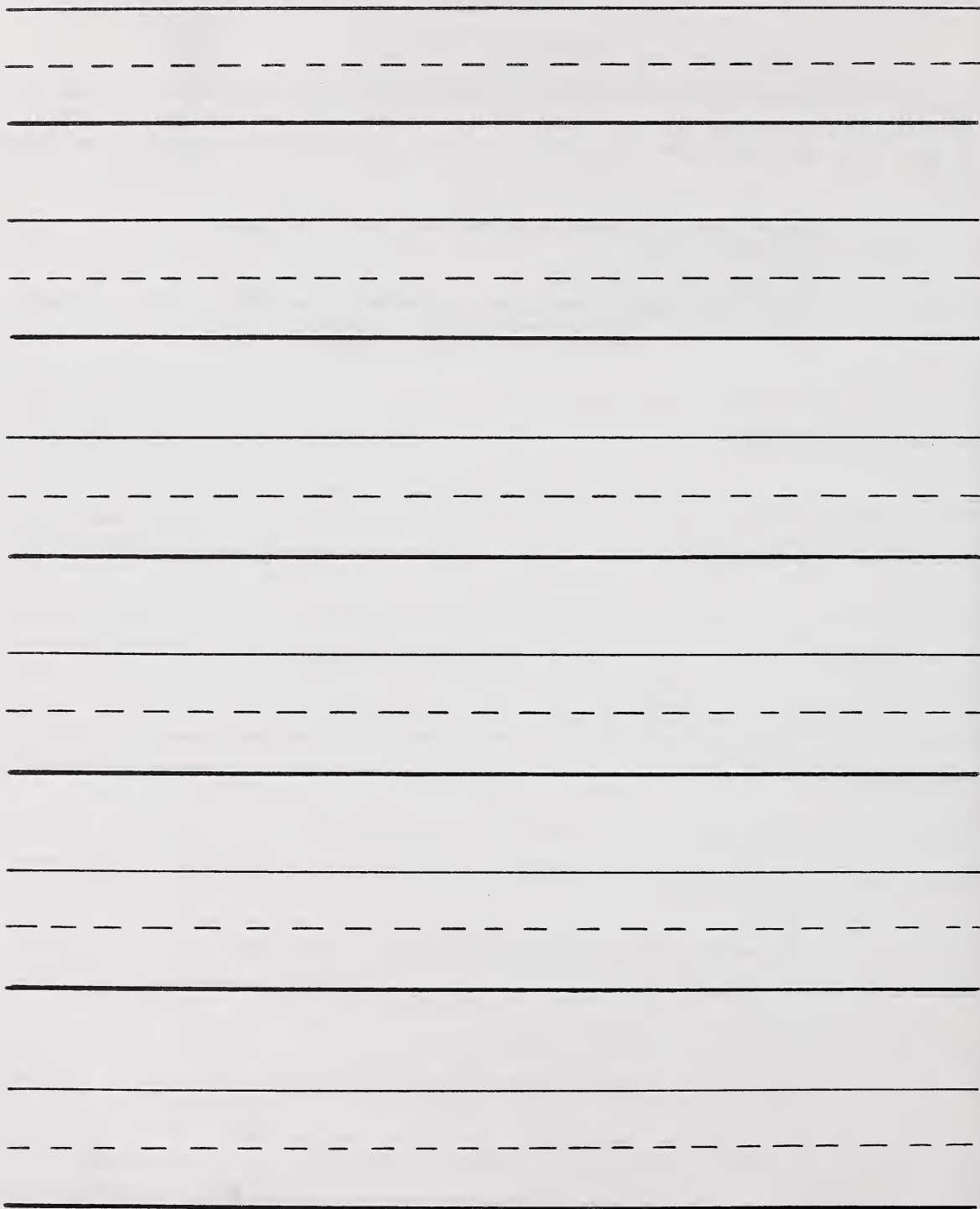
Instruct the child to glue the picture, he has chosen for his story, on this page. He may start printing the story under the picture if there is sufficient room. If not, have the child glue the picture on this page and print the story on page 20.

Today you are going to print your story for your teacher to see.

Do your best printing.

When your teacher returns your story, you will put it in the Stories of My Own Booklet.

[illegible]

The page contains ten sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically down the page, providing ample space for practicing letter formation and alignment.

THIRD DAY

READING

Story: Something for Easter, pages 136 - 140

Introduction

Today we will start a new unit.
It will be about a rabbit. This
rabbit wanted a friend. He was
lonely, so the name of the unit is:



The Lonesome Rabbit

Read the title for the child. Then let the child read it.

The word lonesome has two little words in it:

lone some

The name of the first story in this unit is:

Something for Easter

Look at the bunny on this page. What is the bunny
bringing for Easter? Has a bunny ever brought some-
thing for you at Easter? What did he bring?

New Words

Word Cards: Shopping Centre, stockings, chocolates, store,
lonesome, Easter.

Watch for these new words in today's story. I will
help you with the words you have difficulty with.

Guided Reading

Page 136

Read the title aloud. Point out the word Easter on
the page. Read the first two lines to yourself. To
whom is Janet speaking? Read the next five lines
to yourself. Why does Janet want help from Father?
Where could they go to get something for Mother?

Point to and say Shopping Centre.

Shopping Centre

Then have the child find it on page 136 in his reader. Have the child say the word. Discuss shopping at a Shopping Centre. Have the child tell you the things a person could find at a Shopping Centre.

Read the rest of the page to yourself. What did Father do to help Janet, John and Anne? How were they going to get to the Shopping Centre? What do you think they will get for Mother?

Page 137

What do you find at a Shopping Centre?

The child should mention stores. Point to the printed word below.

store

Read the first six lines to yourself. What did they look at first?

Point out the word stockings below. If the child cannot determine what the word is, tell him, and then have him repeat the word.

stockings

Do you think stockings would be a nice gift for Mother? Read the next five lines to find out what Janet thought of the idea. Finish reading the page. What happened to Anne? Where did they find her?

Page 138

Read the first four lines to yourself.

What did Anne want for Easter?

What has Anne forgotten about?

Read the next three lines to yourself to find out what Father tells Anne about the ball.

If Mother likes sweet things maybe she would like this:

chocolates

Read the rest of the page to yourself to find out if they get chocolates. What did John suggest they get?

Page 139

Read the page to yourself. Did Father and Janet think flowers would make a good gift? Where did Anne go the second time?

Page 140

What do you think Anne is going to say when the others find her? Read the first seven lines to yourself to find out if you are right.

Finish reading the page to yourself to find out if they did buy the flowers for Mother. Did Anne get lost again?

Reading Exercises

Do Page 81 Come Along With Me Workbook. Keep this page to send in with Lesson 22.

Word Skills



Can you unlock these new words? You know each beginning sound and you know each word ending, so you shouldn't have any difficulty unlocking the words below.

If the child has any problems unlocking these words, give him a clue of a rhyming word that he has learned. If necessary, print the word above the given word. However, do this only after the child has tried to unlock this word on his own.

sand

pop

jar

ran

wish

yet

cup

town

his

late

rang

net

mouse

dump

king

fall


gun

bay

Choose a word from the words at the right that will complete each sentence.

1. The  is playing in the _____ .


land
sand
hand

2. The  _____ at Anne's house.


rang
sang
bang

3. John has a  in the _____ .

pet
wet
net

4. Here is some  for the little _____ .

house
mouse

5. Mother has some  in the _____ .

car
far
jar

6. This is a  for the _____ .

king
sing
ring

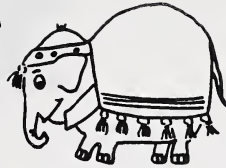
Phonics

For you to remember:

The short e sounds like the e in:

bed

elephant



Jeff is learning the short e sound. He knows that his name has the short e sound. Here are some words with the short e sound that Jeff has learned. Can you add some other words that have the short e sound in them? Tell me and I will print them for you.

bet

hem

weather

send

Place page 26 on the child's desk.

Look at each picture. Say the word for each picture. Listen carefully as you say each word. If it has a short e sound, circle-yes
If it does not have a short e sound, circle - no

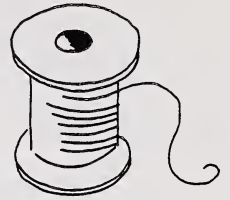
Remember: If it has a short e sound you should hear a sound of e as in elephant or bed.



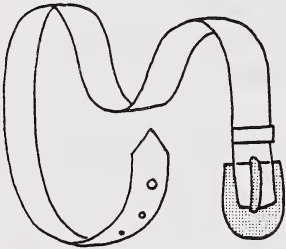
yes no



yes no



yes no



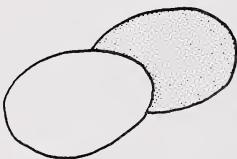
yes no



yes no



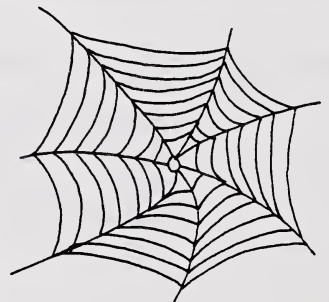
yes no



yes no



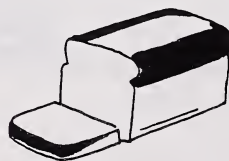
yes no



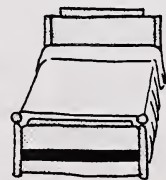
yes no



yes no



yes no



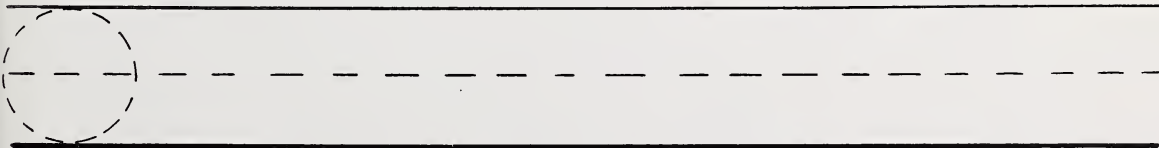
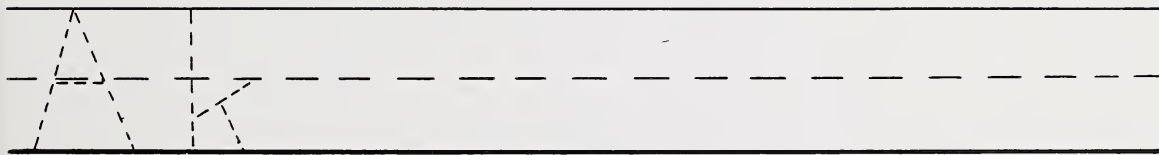
yes no

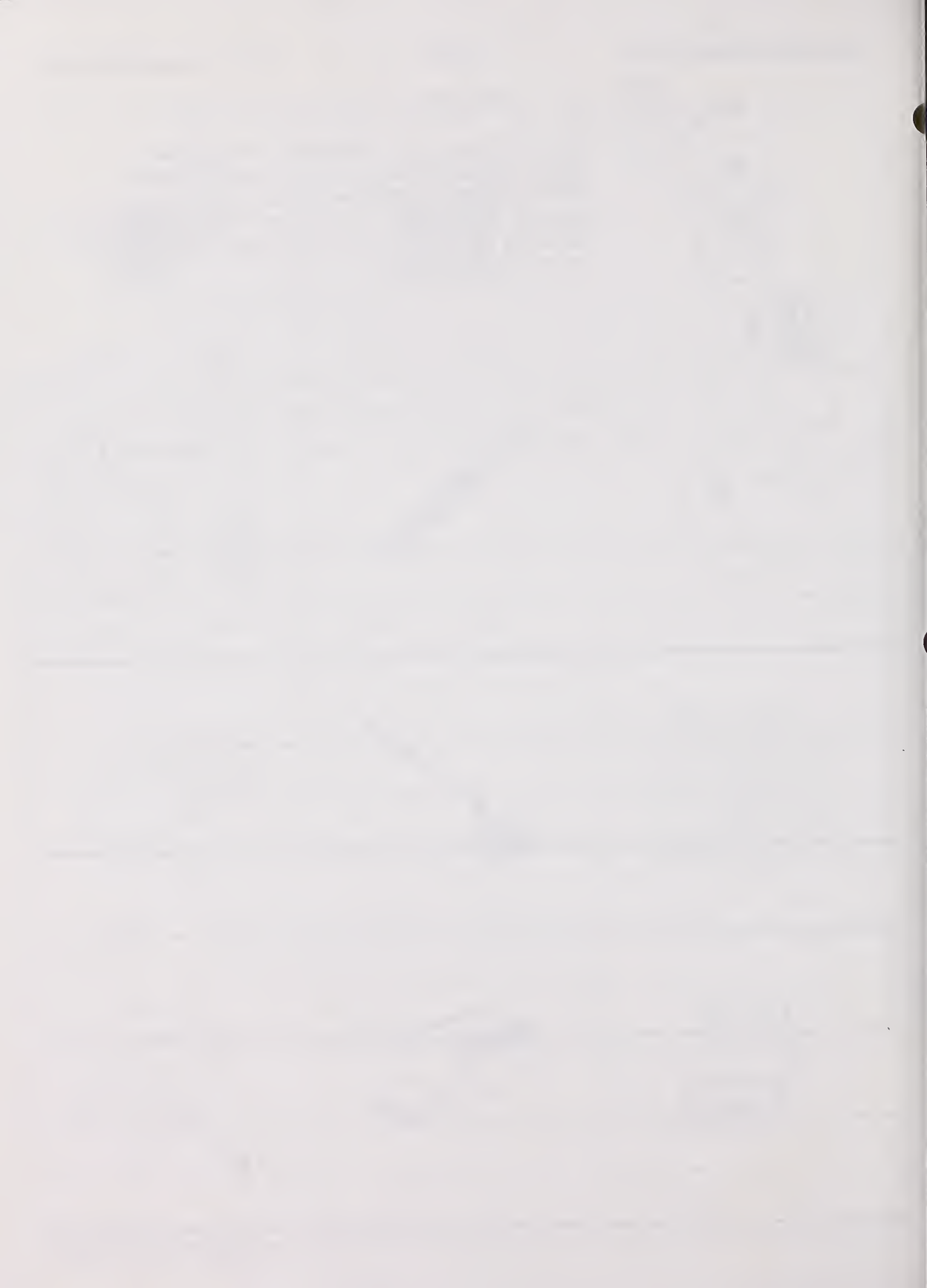
PRINTING

If you started your lessons in September, spring must be on the way! Spring usually brings wind, rain, flowers and children playing with kites. Read the verse in today's printing lesson. Print the verse. Do your very best printing.



A kite, a wind and lots of string,
Oh what fun I have in spring!





FOURTH DAY

READING

Story: Something for Easter, pages 136 - 140

Introduction

Who got something for Easter?

What did she get? What other things did the children think of buying for Mother? Put on your thinking cap.

If you were the Easter Bunny what would you bring to your family? Draw pictures to show your gifts.

Have the child draw the picture. If the child cannot spell the name of his picture, print it for him and let him print the word on the blank.

If I were the Easter Bunny:

For Mother I would bring _____

For Father I would bring _____

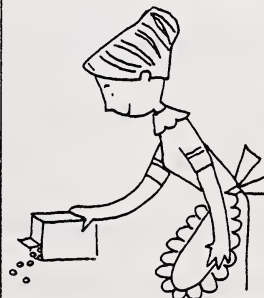
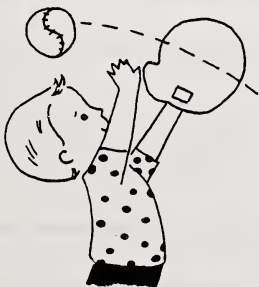
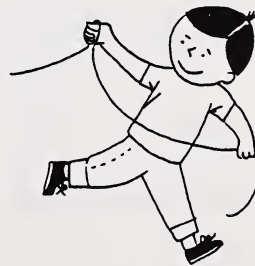
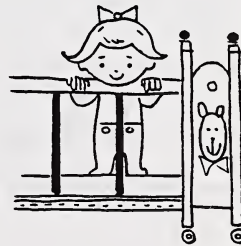
For my sister I would bring _____

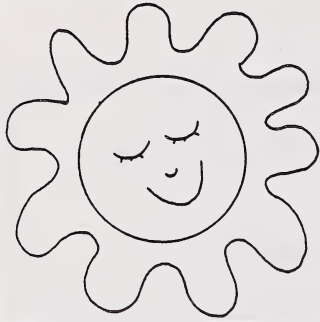
For my brother I would bring _____

For myself I would bring _____

Word Skills

Circle the word that matches the picture

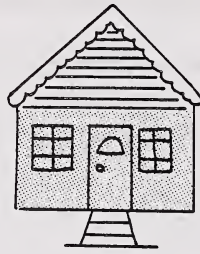




sun

sit

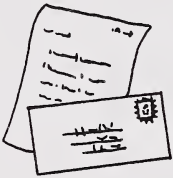
help



here

home

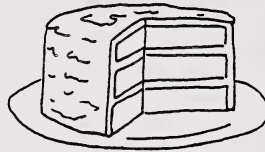
tree



like

letter

little



cake

make

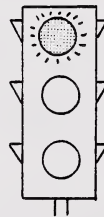
cannot



pig

jig

pet



go

run

stop



be

bang

bell



one

two

three

Rereading

Have the child turn to page 137.

Look closely at this page. Can you find something different on the page? (the dash)

This dash shows that Janet didn't finish what she was going to say.

Now turn to page 139. Find the dash on this page.

Reading Exercises



John is thinking! His teacher gave him some sentences that were mixed up. He has to put them in the correct order. It looks like John is having some problems.

Please help him.

get Easter. for will something Mother

store. toy a from Anne the wants

big The store. children liked the

flowers? Mother Will like the

SEND FOR CORRECTION

Word Skills

Come Along With Me Workbook , pages 79 and 80

SEND FOR CORRECTION

Phonics

Remember:

ă

as in apple.



ë

as in bed
and elephant



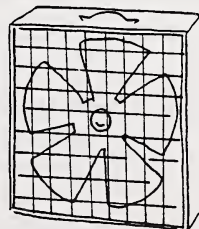
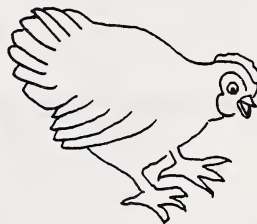
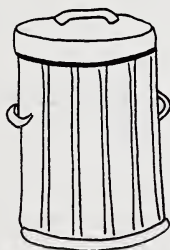
Look at the pictures on page 34. Each picture has either a short a sound or a short e sound in it.

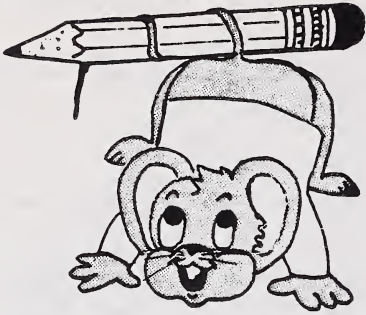
Say the name of each picture.

Draw a green line under each picture that has a short a sound in it.

Print ë under each picture that has a short e sound in it.

Phonics





PRINTING

Practice printing the same verse that you practiced yesterday.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

FIFTH DAY

READING

Story: Whitey Runs Away, pages 141 - 146

Introduction

Look on page 135. What do you think this rabbit's name is? How do you suppose he got his name?

Read the title of today's story.

Whitey Runs Away

Find the title in the Table of Contents. Why do you think Whitey might run away? Where would he go?

New Words

Word Cards: Whitey, had, swim, tail

Read the small print to the child. Ask the child to read the large print to you. Give assistance if required.

This sentence tells how Whitey felt.

Whitey was lonesome.

One day it was very warm. A duck was by the pond. It wanted to get cool. This is what the duck did.

The duck had a swim.

His tail went wag-wag.

Guided Reading

Page 141

Read the title aloud. What kind of a rabbit do you think Whitey is? Read the first four lines to yourself to find out. Where did Whitey live?

Read the rest of the page to yourself. What did Whitey play with? Was Whitey happy? Why not?

Page 142

Why do you think Whitey is crying in this picture?
Read this page to yourself to find out why he's
crying.

What kind of a friend does Whitey want?

Page 143

Read the first seven lines to yourself to find out
what Whitey decided to do.

Finish reading the page to yourself to find out
where Whitey went.

Page 144

Read the first four lines to yourself to see what
Whitey said to the duck.

Do you think the duck will play with him?

Read the next two lines to yourself to find out
what the duck asks Whitey.

Do you think Whitey can swim?

Finish reading the page to yourself.

What happens because Whitey can't swim?

Page 145

Look at the picture. Who does Whitey meet next?
Do you think the rooster will be Whitey's friend?

Read the page to yourself.

Why wouldn't the rooster play with Whitey?

Page 146

Read the first four lines to yourself to find out
who Whitey met next.

Do you think the dog will play with Whitey?

Read the next seven lines to yourself to find out.

Why wouldn't the dog play with Whitey?

Finish reading the page to yourself to find out
what Whitey does next.

Why do you think Whitey fell asleep?

Do you think this is a true story? Why or why not?

Reading Exercise

Number the sentences in the order in which they happened in the story.

- _____ The duck will not play with Whitey.
- _____ Whitey has no one to play with.
He is lonesome.
- _____ Whitey runs away from the store.
- _____ Whitey cannot play with Red Rooster.
- _____ Whitey is asleep.
- _____ The dog will not play with Whitey.

These words are to be used in the phonics exercise on page 40.

- | | |
|------------|------------|
| 1. hand | 9. hamper |
| 2. bet | 10. bread |
| 3. men | 11. handle |
| 4. fast | 12. hammer |
| 5. happy | 13. raft |
| 6. help | 14. wet |
| 7. ready | 15. hanger |
| 8. wedding | 16. red |

Word Skills

Join each short word to the longer word that begins with the same letters.

splash	getting
get	splashing
make	hopped
hop	making
shop	shopped
live	skipped
skip	running
run	living

Choose the correct word for each sentence.
Circle it.

1. The girl is _____ the water.
splash splashing
2. Did you _____ a new toy?
get getting
3. I like helping Mother _____ a cake.
make making
4. The little white bunny _____ away.
hop hopped

5. We _____ for a new hat for Mother.
shop shopped

6. Is John _____ in that red house?
live living

7. When it is hot I like to _____.
skip skipping

8. John is _____ down the hill.
run running

SEND FOR CORRECTION

Phonics

The list of words for this phonics exercise is on page 38.

Listen to each word I say. If it has a short a sound,
print **ă** on the line. If it has a short e sound, print
ě on the line.

- | | |
|----------|-----------|
| 1. _____ | 9. _____ |
| 2. _____ | 10. _____ |
| 3. _____ | 11. _____ |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | 14. _____ |
| 7. _____ | 15. _____ |
| 8. _____ | 16. _____ |



PRINTING

The printing you do today is to be sent
to your teacher.

Print the sentence about Elmer Elephant.

Print the verse about the kite, the wind
and spring.

Do your very best printing.

LANGUAGE

Join each short word to the longer word that begins with the same letters. Circle the ending of each longer word.

Whitey	cars
car	farmer's
flower	Whitey's
farmer	flowers

Peter	chickens
chicken	boots
boy	Peter's
boot	boy's

Choose the word that completes each sentence.
Circle the correct word. Print it on the line.

1. _____ is lonesome.
Whitey Whitey's
2. The three _____ go very fast.
car cars
3. The rose is a pretty _____.
flower flowers
4. Can you see the _____ house?
farmer farmer's

5. _____ boot fell in the water.
Peter Peter's

6. Where are the _____?
chicken chickens

7. My new _____ are wet.
boot boots

8. The new _____ is at home.
boy boys

SEND FOR CORRECTION

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Reading

pages 4, 5, 6, 16, 32, 33

Word Skills

pages 7, 24, 30, 31, 39, 40

Phonics

pages 9, 26, 34

Workbook

Come Along With Me

pages 78, 79, 80

Printing

page 4

Language

pages 19, 20, 42, 43

LESSON RECORD FORM

0101 Language Arts

Revised 88/10

Parent's or Supervisor's Comments:

For School Use Only

Assigned

Teacher: _____

Assignment

Code: _____

Graded by: _____

Lesson Grading

Language Arts:

Writing: _____

Reading: _____

Language: _____

Spelling: _____

Neatness: _____

Date Lesson Received:

Lesson Recorded: _____

For Student Use

(If label is missing
or incorrect)

File Number:

Lesson Number: _____

Date Lesson Submitted:

Grading Scale:

VG - Very Good

G - Good

NA - Needs Attention

U - Unsatisfactory

Signature

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

Teacher's Comments:

Signature

Keep this sheet when returned - it is your report.

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

FIRST DAY

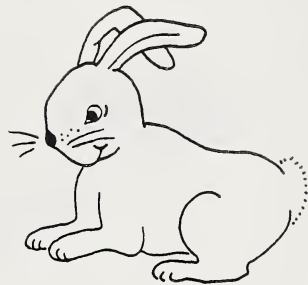
READING

Story: Whitey Runs Away, pages 141 - 146

Introduction

Can you remember what happened to Whitey in our last story? Why was he lonesome? What animals did he want to play with? What did he do at the end of the story?

What else do you think Whitey might have done?



Word Drill

Place page 2 in front of the child. Ask him to find Whitey on the page.

Whitey is on his way to the carrot patch. The path to the carrot patch has lots of big rocks. Help Whitey hop over each rock by saying the word printed on the rock. If Whitey can hop over each rock, he will reach the carrot patch in time for breakfast.

Rereading

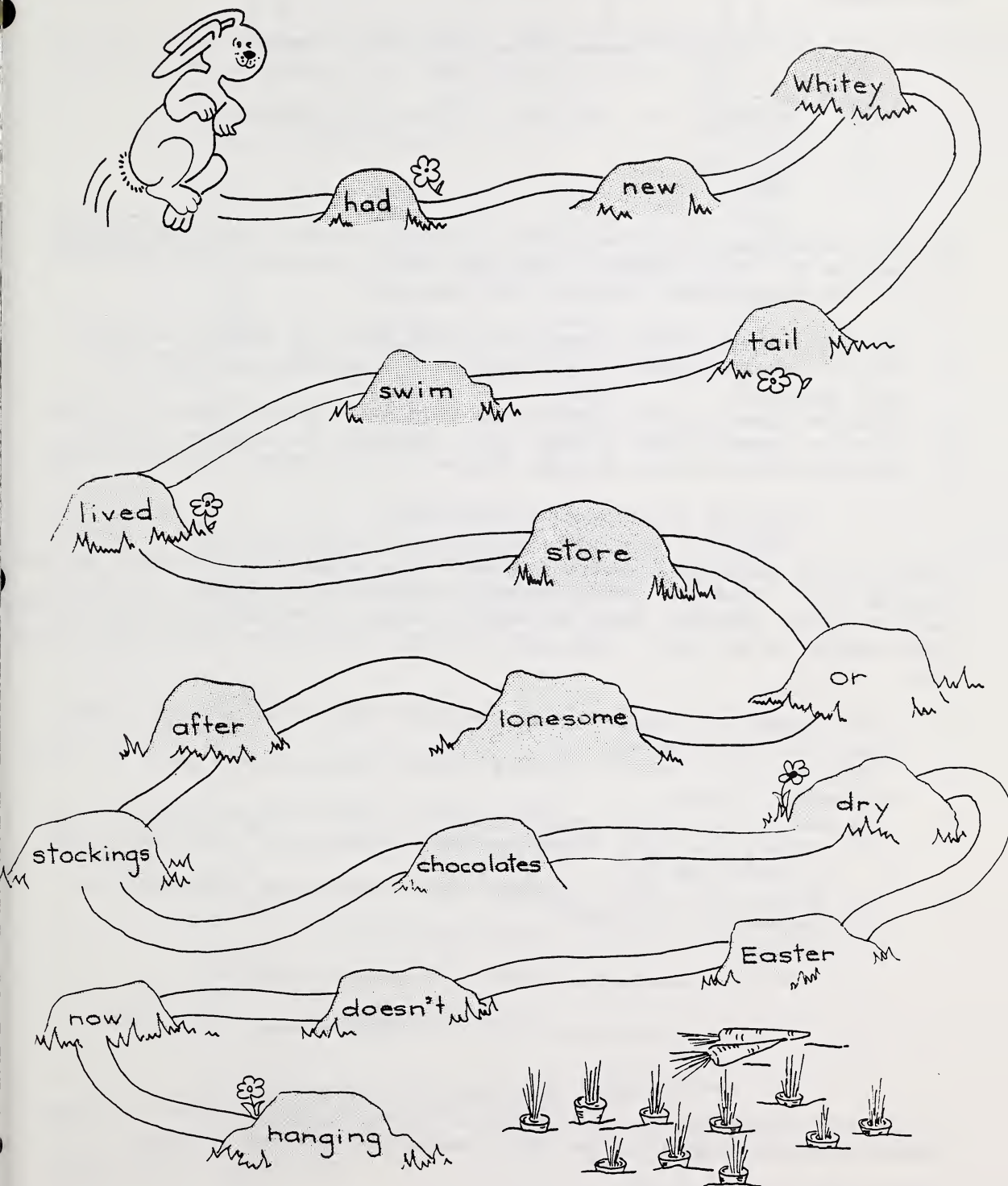
Have the child dramatize the story as you read it. Encourage him to use facial expressions to show how Whitey and the other animals felt.

Reading Exercises

Match the words below.

Had	swim
Tail	now
Swim	new
New	had
Now	tail
Lonesome	lived
Lived	lonesome

Come Along With Me Workbook, pages 83 and 84



Word Skills

b

d

l

s

h

1. ad

2. ad

3. ad

4. ad

5. ad

Have the child print the correct initial consonant in front of each ad ending to complete the word. Explain to the child that he is to use the consonants given in the boxes above. Give the following clues.

1. Print the correct letter to make this word mean the opposite of happy.
2. Print the correct letter to make this word mean what you might call your father.
3. Print the correct letter to make this word mean another name for owned.
4. Print the correct letter to make this word mean the opposite of good.
5. Print the correct letter to make this word mean another name for a boy.

Read the new words you have made.

Give the child the following clues and see if he can tell you what word you are thinking about. Have the child attempt to print the word. Each word has a familiar initial consonant sound and known ending, so he should be able to make some attempt at the word. Help him complete any word he cannot spell on his own.

1. I am thinking of a word, beginning with m, that is the name of a little animal that likes cheese.
2. I am thinking of a word, beginning with k, that means the name of a man that wears a crown.
3. I am thinking of a word, beginning with s, that means not happy.
4. I am thinking of a word, beginning with v, that means something to ride in. It rhymes with fan.
5. I am thinking of a word, beginning with r, that means something that your telephone did yesterday.

1. _____

4. _____

2. _____

5. _____

3. _____

If the child needed help in spelling any of the words, please make a notation opposite the word indicating the kind of assistance that was required.

SEND FOR CORRECTION

Phonics

Say the following words to the child. Allow the child time to say the rhyming words before you go on to the next group of words.

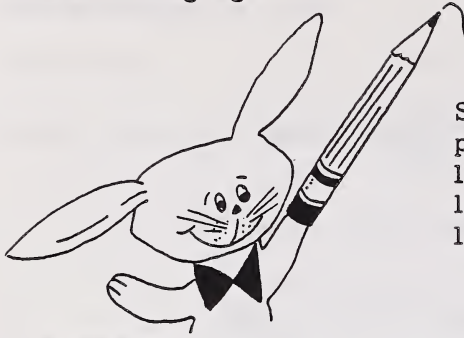
Listen to each group of words that I say. Tell me which words rhyme.

tin fin pie	made king sing	van can car	jump sleep pump
hide sugar wide	cookies mouse house	town frown poor	gate dog late
fun sun school	book read cook	wings sings skip	went bang hang

Say each word printed below. Think of a rhyming word for each word. Print it on the line next to the word. I will help you if you have trouble spelling the words.

take	_____
sit	_____
get	_____
goat	_____
man	_____
gate	_____
jump	_____
car	_____

Come Along With Me Workbook, page 82



PRINTING

Show your teacher how well you can print the alphabet. Print the capital letters first. Then print the small letters. Put a circle around any letter you think you need to practice.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

SECOND DAY

READING

Story: Whitey Finds a Friend, pages 147 - 149

Introduction

Find the Table of Contents in your reader.
Now find the title of the last story we read.
Under it is the title of today's story.
Read the title aloud. (Whitey Finds a Friend)

Who do you think Whitey might find for a friend?
Where could he look for a friend?
We will find out who Whitey finds for a friend
when we read the story.

Word Drill

Read these words aloud.
Mark with an X the words that you had trouble
reading.

- | | |
|-----------|--------------|
| 1. your | 11. animals |
| 2. went | 12. barnyard |
| 3. street | 13. duck |
| 4. Mary | 14. morning |
| 5. hello | 15. her |
| 6. skip | 16. lamb |
| 7. turn | 17. does |
| 8. Peter | 18. water |
| 9. Paul | 19. lonesome |
| 10. fast | 20. bang |

Guided Reading

Page 147

Read the first four lines to yourself.
What special day was it?
Read the next two lines to yourself to see if Whitey still wants to find a friend.

Look at the picture.
Who does Whitey meet next?
Finish reading the page to yourself.
What was the last word on the page?
Were you able to guess that word?

Did Whitey know who was coming his way?
Read the part aloud that tells us Whitey wasn't sure at first.
How did Whitey figure out who it was?
What do you think Whitey will do now?

Page 148

Read the first six lines to yourself.
Read what Whitey asks Easter Rabbit.
Do you think Easter Rabbit will be able to play with Whitey? Why not?

Finish the page to find out what Whitey tells Easter Bunny he wants.

Page 149

Look at the picture. Whitey looks much happier.
Why do you think he is happier?
Read this page to yourself to find out.

What will Whitey do when he goes with Easter Rabbit?
Who do you think the friend might be?
We'll have to wait until the next day to find out.

Rereading

Talk with the child about the different emotions shown in the story on pages 147 - 149. Ask the child to read aloud this part of the story. Remind the child to read with expression.

Reading Exercises

Come Along With Me Workbook, pages 86 and 87

SEND FOR CORRECTION

Word Skills

Choose the word that completes each sentence.
Print it on the line.

1. We have a boat on a _____.
make lake
2. Can I sit on the big brown _____?
log lad
3. Do you have a new _____?
rang ring
4. I can see a _____ in the trees.
bun bee
5. It is time to go to _____.
took town
6. Mother saw a _____ in our house.
mouse mad

SEND FOR CORRECTION

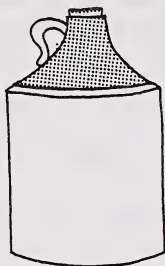
Phonics

Let's LOOK Back!

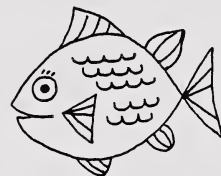
Each picture below has the first letter of the word missing. Say the name of each picture. Print the correct beginning letter on the blank.



__itt



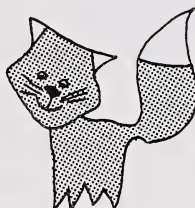
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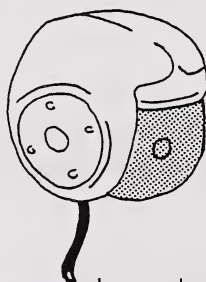
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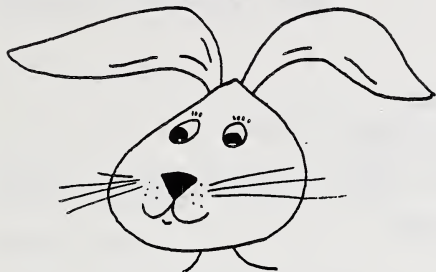
__ion



__elmet



__ar



PRINTING

Today I want you to practice the letters you circled yesterday. Those were the letters you felt you could do better in printing. If you didn't circle any letters, practice printing your name.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

LANGUAGE

Do you remember Whitey, the rabbit?

In the reading story Whitey met an Easter Rabbit.

Here is what Whitey said about the rabbit.

Read this story.

Draw a picture to match what he said.

I found an Easter Rabbit for a friend.

He had a red hat and coat.

In his hand was a green basket with
some flowers in it.

There were six Easter eggs in Easter
Rabbit's basket.

THIRD DAY

READING

Story: Happy Easter, pages 150 - 152

Introduction

Do you remember the trip that Janet, John, Anne and Father took to the Shopping Centre? What did they buy there? What special occasion was it? It was Easter time, wasn't it?

Here is the name of today's story.

Happy Easter

Can you read the name of the story? It is a greeting we say at Easter time. We say, "Happy Easter".

Find the title of today's story in the Table of Contents. Read the title.

Guided Reading

Page 150

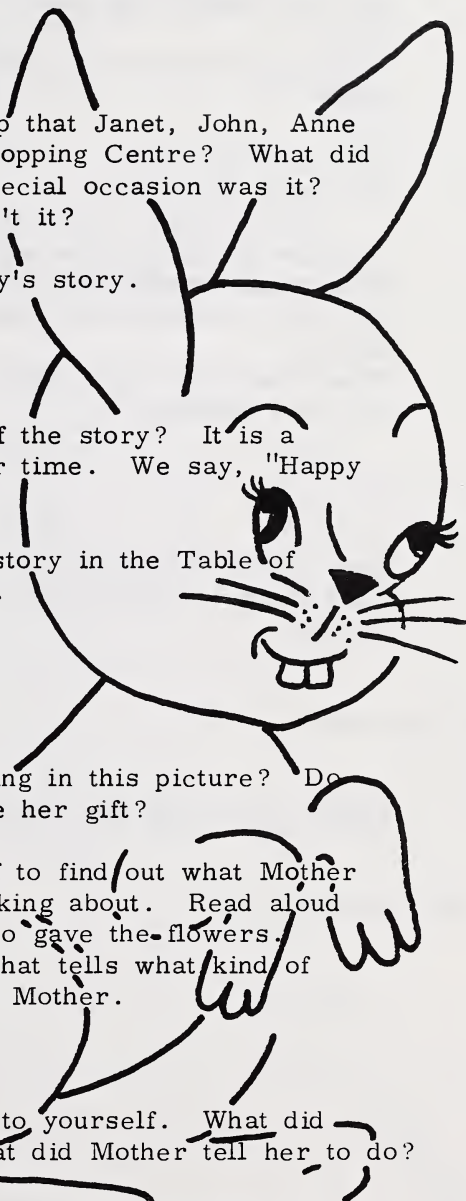
What are the children doing in this picture? Do you think Mother will like her gift?

Read the page to yourself to find out what Mother and the children were talking about. Read aloud the sentence that tells who gave the flowers. Read aloud the sentence that tells what kind of flowers the children gave Mother.

Page 151

Read the first four lines to yourself. What did Anne want to know? What did Mother tell her to do?

What do you think Anne is supposed to look for? Read the rest of the page to find out if you were right. What did Anne find in her basket of toys? Who do you think it was?



Page 152

Read the first part of the page to yourself.

Was Anne's toy rabbit Whitey?

How did Whitey feel now?

Why?

Read aloud the part that tells why he is so happy.

Read the next line.

How does Anne feel?

What do you think Anne will call her toy rabbit?

Find out by reading the rest of the story.

Why do you think Anne called her toy rabbit Whitey?

Where had Anne seen Whitey before?

Do you remember?

Reread

Reread the story aloud for me.

Read it as you think each character would have spoken.

Reading Exercises

Come Along With Me Workbook, pages 89 and 90

SEND FOR CORRECTION

Word Skills

The child should be able to attack most of these words in this word list by himself.

You have learned to unlock a lot of new words.
Read these groups of words. Put a check mark
next to each word you can read. Put a line under
each word you cannot read.

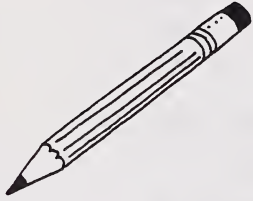
can	house	sing	fish
cook	hook	sad	fall
cake	hump	sun	fed
cot	hall	side	fog
cup	hit	say	fig
call	hog	sat	far
coat	hate	sake	fan
cat	hay		fat
	his		fate
	hide		fin
	hat		

Read aloud the words the child underlined. Stress beginning and ending sounds. Then ask the child to read the underlined words to you.

Phonics

Look at each picture.

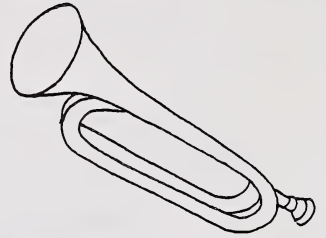
Circle the letter that it begins with.



r p j



v x y



t p h



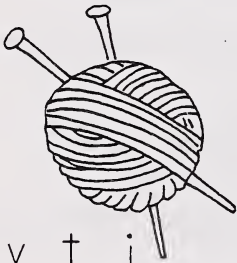
d w b



f g z



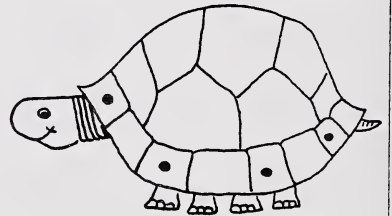
k p r



y t j



p q c



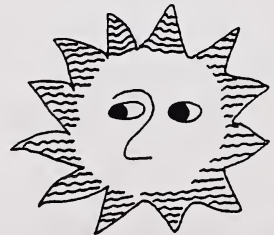
l b t



m h r



r d t



n s k

PRINTING

Practice printing the name of today's story. Remember it is also the way you greet people at Easter.



Trace over the letters below. Then print the name two more times.

Happy Easter

Below the tracing line are three sets of empty handwriting lines (solid top and bottom lines with a dashed middle line) for independent practice.

LANGUAGE

Poem: A Song for Easter Day, page 153

Today we will read a poem about Easter.
Read the title of the poem.

A Song for Easter Day

Listen while I read the poem to find out what
kind of a song it is.

Open your book. What picture do you see?
Do you know the names of any of these flowers?
I will tell you their names.

Point to each flower and give its name.

- daffodil
- tulip
- lilac

Discuss the flowers shown on page 153, bringing the discussion around to the color of the flowers and the time of year these flowers bloom. Ask the child to tell why he thinks the daffodil and tulip are suitable Easter flowers.

Listen while I read the poem again. Try to
remember all the things that make us happy at
Easter.

Reread the poem, having the child read the chorus.

Sing songs for Easter!
Sing songs for Easter!
Sing songs for Easter!
Oh, happy Easter Day.

Discuss the rhythm of the poem. Talk about how it is like a song.

Draw the things that make you happy on Easter Day.

FOURTH DAY

READING

Introduction

You have finished all the stories in your book.
Good for you! Today let's think about some
of the stories we have read in this book.

Have the child read the title of each of the stories in the units: "In and Out", "Play Time", and "Animals in the Barnyard". Then have him tell briefly what each of these stories was about.

Reading Exercises

Come Along With Me Workbook, pages 93, 94, 95

SEND FOR CORRECTION

Word Skills

Let's LÖÖk Back!

I'm sure you will be able to read each group of
words below! Try to have a perfect score!

got	not	yes	van
gang	Ned	yet	vet
gown	net		vat
gun	Nan		
gay			

way	wide	wish
wing	wee	win
wall	wake	wig
wed		wet

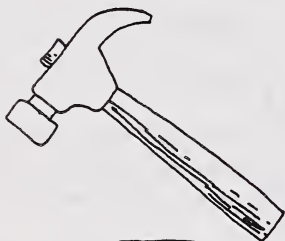
Phonics

Let's LÖÖk Back!

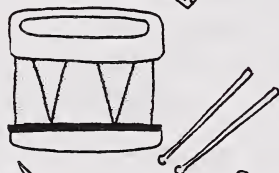
Look at the pictures. Say each picture's name.
Listen for the sound made by a letter at the end
of the word. Match the picture with the letter
that ends the word.



r



m



t



k



g



PRINTING

Think of something you would like to print. Tell me, and I will print it for you. Then you can practice printing it.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for practice.

FIFTH DAY

READING

Have the child read the following story and then answer the questions that follow. Put an X beside the correct answer.



Here is a little monkey. He was at the farm. He had some balloons. One balloon was red. John called to the monkey. The monkey ran away when John called to him. He went to find his mother. When he came back he had his coat on.

1. A good name for this is:
☐ John's New Pet
☐ A Little Monkey
☐ Two Balloons

2. Where was the little monkey?
☐ He was at school.
☐ He was playing with his mother.
☐ He was at the farm.

3. What did John do when he saw the monkey?

- ☐ John called to the monkey.
- ☐ John ran away.
- ☐ John called to his mother.

4. What color was one of the balloons?

- ☐ blue
- ☐ green
- ☐ yellow
- ☐ red

5. Where did the monkey run?

- ☐ He ran away to get something to eat.
- ☐ He ran away to find his mother.
- ☐ He ran away because he did not like the farm.

6. What did the monkey get when he went away?

- ☐ The monkey got a ball.
- ☐ The monkey got his balloons.
- ☐ The monkey got his coat.

Reading Exercises

Come Along With Me Workbook, pages 91, 92

SEND FOR CORRECTION

Read these words and have the child underline them in his workbook.

Page 91

Line 1:	school	they	has	lonesome
Line 2:	don't	now	hurt	asleep
Line 3:	afraid	still	so	must
Line 4:	say	lost	breakfast	back
Line 5:	swim	our	everyone	fly

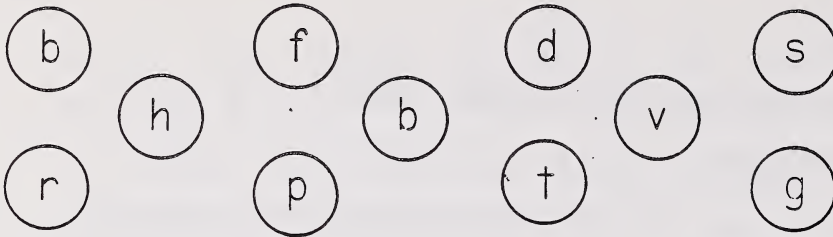
Page 92

Line 1:	spring	chickens	flowers	car
Line 2:	sang	rain	frog	open
Line 3:	crow	grass	pecked	early
Line 4:	say	boy	from	rubber
Line 5:	went	catch	store	eat

Word Skills



Marvin's topsy-turvy today!
He's happy because he has finished his reader, too. In the next lesson he'll be starting a new reader, just as you will. Marvin wants to make some fun words today. At the beginning of each word-ending on the next page, put a letter that makes a word. Use a letter from the ones given. The first two are done for you.



b and

og

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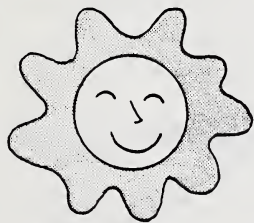
Now READ your words!

Come Along With Me Workbook, page 96

SEND FOR CORRECTION

Phonics

Say the name of each picture carefully. Listen for the beginning sound and the ending sound. Print the letters that make these sounds at the beginning and at the end of each word.



__ u __



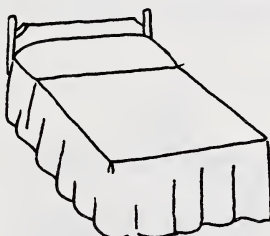
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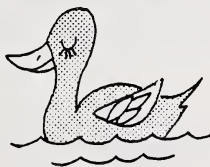
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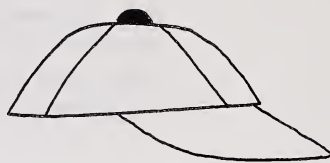
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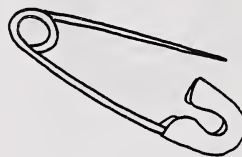
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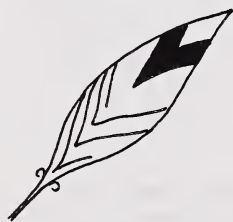
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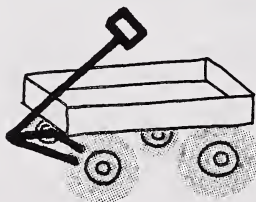
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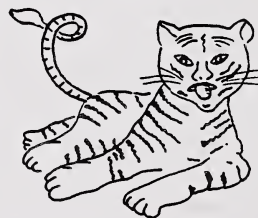
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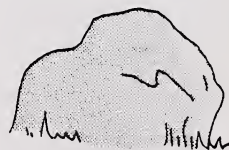
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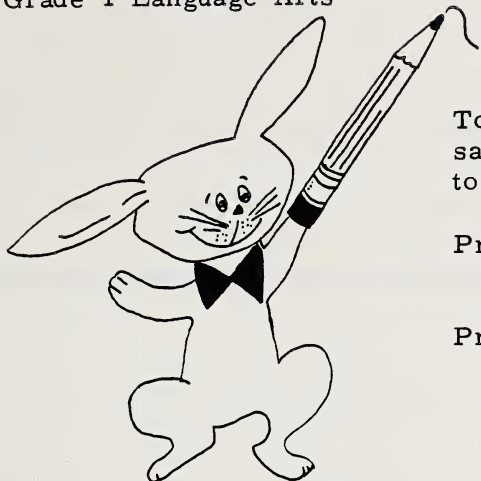
__u__



__i__



__oc__



PRINTING

Today your teacher would like a sample of your printing. Be sure to do your very best!

Print your name.

Print the:

capital letters.

small letters.

numbers 0 to 9.

CHECK LIST

Do you have these pages ready to SEND FOR CORRECTION?

Word Skills
pages 3, 8

Printing
pages 16, 27, 28

Phonics
pages 9, 15, 19, 25, 26

Reading
pages 21, 22

Language
page 11

Workbook
pages 83, 84, 82, 86, 87, 89, 90, 93, 94, 95, 91, 92, 96

Language Arts

Grade 1



Unit Three - Lessons 23 - 33

ALBERTA DISTANCE LEARNING CENTRE
ALBERTA EDUCATION
BARRHEAD, ALBERTA



